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ABSTRACT

Intended for use with preservice regular class teachers, the manual presents activities to provide an orientation to handicapped students. Information is included on objectives, time requirements, materials, and procedures. The first section focuses on attitudes and includes eight activities designed to help educators clarify their feelings about teaching mainstreamed handicapped students. Section 2 presents two activities regarding implications of federal legislation. Section 3, on understanding exceptional children, provides information on characteristics of persons with mental disabilities, learning disabilities, and emotional disabilities/behavior disorders. The general educator's role in the education of handicapped students is the focus of seven tasks in Section 4, including ones on the components and preparation of individualized education programs. The final section describes techniques (such as behavior management and curriculum adaptations) for educating handicapped students in the regular classroom. (CL)

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TRAINING ACTIVITIES
for
PREPARING STUDENTS
to
EDUCATE THE HANDICAPPED

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for

The Iowa Association of Colleges for Teacher Education

and the

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INTRODUCTION

The following document was prepared for general education professors to use, at the preservice level, with students who are studying to become classroom teachers. The activities in this document will provide the students with information about the handicapped. It is divided into five sections: Attitudes Toward Individual Differences, Legislation, Understanding Exceptional Children, The Role of the General Educators in the Education of Handicapped Students and Strategies for Educating the Handicapped Student in the General Education Classroom.

Some of the activities could be incorporated into various courses the students enroll in during their college careers. Or, the activities could be expanded into a separate course on teaching the handicapped.

SECTION 1

ATTITUDES TOWARD INDIVIDUAL DIFFERENCES

Goal: To help the participants clarify their attitudes about teaching handicapped students in the general education classroom.

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NOTE TO THE INSTRUCTOR

Seven of the eight activities in this section are designed to help educators clarify their feelings about teaching handicapped students in general education classrooms. One, activity 1-7, will help them develop a plan for helping non-handicapped students to accept their handicapped peers.

Not all of the activities are recommended for the beginning of the course. Instead, the instructor may wish to select one or two for the first course meeting and use the others at appropriate times in later class sessions. The "attitude issue" should be a continuous theme that recurs throughout the class sessions, rather than be a subject that is discussed once and forgotten.

Some of the activities are more appropriate if the participants have had some student teaching experience or opportunities to observe in a classroom where handicapped students are integrated.

ACTIVITY	OBJECTIVE	TIME	GROUP SIZE
Activity 1-1	a. To provide participants with an opportunity to view a handicapped individual functioning in everyday life.	One hour	Large group & small groups of four
	b. To provide participants with an opportunity to discuss their feelings and thoughts about serving the handicapped in general education classes.		
Activity 1-2	a. To clarify values on an individual basis as well as to promote group discussions on differing opinions and attitudes toward teaching the handicapped	Twenty-five minutes	Large group & groups of six
Activity 1-3	a. To provide the opportunity for participants to clarify, reinforce, and affirm their positions on values related to the education profession.	Thirty minutes	Individual activity & groups of four
Activity 1-4	a. To provide participants with an opportunity to realize how their reactions to a student can influence the grades they give to him/her.	Thirty minutes	Large group
Activity 1-5	a. To provide participants with an opportunity to discuss the positive and negative consequences of placing handicapped learners in the least restrictive environment.		

ACTIVITY		OBJECTIVE	TIME	GROUP SIZE
	b.	To assist participants to identify alternatives to solve negative consequences of placing handicapped learners in the least restrictive environment.	Forty-five minutes	Groups of four
Activity 1-6	a.	To provide participants with an opportunity to design a least restrictive environment.	Sixty minutes	Groups of three
	b.	To assist participants in developing an individual awareness that they can design a least restrictive environment for a handicapped student.		
Activity 1-7	a.	To assist the participants to develop a plan they can use with non-handicapped students in their classes to help these students become more accepting of their handicapped peers.	One & one-half hours	Large group & groups of three
Activity 1-8	a.	To provide participants with an opportunity to identify and share their understanding of and attitudes toward educating handicapped individuals in the general education classroom.		

ACTIVITY 1-1: THE FUNCTIONING OF HANDICAPPED INDIVIDUALS IN EVERYDAY ACTIVITIES

I. Objectives: To provide participants with an opportunity to view a handicapped individual functioning in everyday life.

To provide participants with an opportunity to discuss their feelings and thoughts about serving the handicapped in general education classes.

II. Group Size

A. Large group for viewing the film.

B. Small groups of four for the discussion activity.

III. Time Required: Sixty minutes:

A. Three minutes to explain the activity.

B. Twenty-seven minutes (approximately) to watch the film.

C. Twenty-five minutes for discussion.

D. Five minutes for closure.

IV. Physical Setting: Arrange the tables and chairs so everyone can see the screen.

V. Materials:

Facilitator	Participant
Film projector, 16mm, sound Screen Film, "As a Blind Person" or alternative	"Discussion Questions," Handout 1-1

VI. Procedures:

A. Implementing the Activity:

1. Explain that the film tells the story of a man who was born blind and is now the principal of an elementary school in California.

From: Ford, K. & Stjernberg, L. *Meeting the Least Restrictive Environment Challenge: Preliminary Considerations for Educators.* Des Moines: Midwest Regional Resource Center, Drake University, 1979.

2. Show the film.

3. Ask if there are any questions or comments.

4. Ask the group to divide into small groups of four.

5. Distribute the discussion questions to each group member and ask them to discuss the questions for thirty minutes.

   a. Tell them they can choose which questions they wish to discuss.

B. Establishing Closure:

   1. Ask the participants if anyone would like to share anything from their discussion.

NOTE: This film was selected because it illustrates a handicapped individual who is functioning in everyday life. This provides the participants with a positive look at a handicapped individual. If this film cannot be secured, another film which illustrates the same concept should be used. Try to select a film that portrays a student similar in age to the students most of the workshop participants teach.

"As a Blind Person" can be obtained from the American Foundation for the Blind, 15 West 16th Street, New York, NY 10011--rental, $30.00

If the above is unavilable, three alternatives are:

"The Mildly Handicapped: A Shared Responsibility", color videotape--approximately thirty minutes. An interview of a twenty-year-old, learning disabled man who recently graduated from high school. He tells of his experiences as a learning disabled youth in school and relates what his general and special education teachers, his parents, and other students did that helped or hindered his education. This is a positive, humorous interview that contains many applicable suggestions.

Division of Special Education
Department of Public Instruction
Grimes State Office Building
Des Moines, IA 50319

"A Child is a Child", color--seven minutes--rental, $15.00. Shows young, handicapped children as part of a group--emphasizing how they are like other children even though they may be blind or mentally retarded.

AIMS Instructional Media Services, Inc.
P. O. Box 1010
Hollywood, CA 90028

"I Am Not What You See"--Rental, $40.00. Poignant TV interview with a woman who has achieved a meaningful life in spite of an overwhelming physical handicap.

Valeria Altieri
Canadian Broadcasting Corp.
245 Park Avenue - 34th Floor
New York, NY 10017

DISCUSSION QUESTIONS

1. How can teachers become more aware of the feelings of mildly handicapped students?

2. What are the most relevant curriculum experiences a school can provide to prepare mildly handicapped students to function successfully as adults?

3. What characteristics should a general education teacher have to work successfully with a mildly handicapped student?

4. What do general education teachers need to help them successfully include mildly handicapped in their classes?

5. What kind of adaptations are realistic to expect teachers to make in order to include mildly handicapped in their classes?

Adapted from: The Mildly Handicapped: A Shared Responsibility, State of Iowa Department of Public Instruction, Special Education Division, Des Moines, Iowa, 1979.

ACTIVITY 1-2: FORCED CHOICE ACTIVITY

I. Objective: To clarify values on an individual basis as well as promote group discussions on differing opinions and attitudes toward teaching the handicapped.

II. Group Size:

   A. Large group activity.

   B. Groups of six to share responses.

III. Time Required: Twenty-five minutes:

   A. Twenty minutes to conduct activity.

   B. Five minutes for closure.

IV. Physical Setting: Arrange the chairs in a circle so that the participants can see one another during later discussion.

V. Materials:

Facilitator	Participant
Chalkboard	Paper
Chalk	Pen or Pencil
	One of Handouts 1-2, 1-3, 1-4 per Participant (optional)

VI. Procedures:

   A. Before the Activity:

      1. Three sets of statements describing students are included. Select the one that would be most appropriate for the group.

         a. Handout 1-2 contains descriptions of elementary students only;

         b. Handout 1-3 describes only secondary students and handout 1-4 is a combination.

      2. Decide if you are going to read the statements to the group or duplicate them.

   B. Implementing the Activity:

      1. Ask the participants to draw the following diagram on their papers as you draw it on the chalkboard.

From: Ford, K. & Stjernberg, L. Meeting the Least Restrictive Environment Challenge: Preliminary Considerations for Educators. Des Moines: Midwest Regional Resource Center, Drake University, 1979.

Most			
Neutral			
Least			

2. Explain that you will read descriptive statements and identifying phrases about nine students.

   a. After each statement is read, the participants will determine the strength of their reaction (most, neutral, least) to the statement and write the identifying phrase in one of the boxes.

      1) Emphasize that the ranking should be based on the strength of their feelings or reaction - not on the positiveness or negativeness of their reaction.

      2) Explain that a strong reaction can be either positive or negative.

         a) As a teacher, you could really like a certain type of student and want students of that type in your class. That would be a very strong positive reaction and you would mark one of the "most" boxes.

         b) Or, you could really dislike students with certain behaviors and/or characteristics and not want them in your class. That would be a very strong negative reaction and you mark one of the "least" boxes.

         c) If you have no reaction to a certain student, mark one of the "neutral" boxes.

   b. Inform the group that, as the activity progresses, they may change the placement of the identifying phrases and reorganize their rankings.

3. Read each statement in the set of descriptors you have selected or distribute handouts of the statements.

   a. Give the participants time to react and write the identifying phrase in one of the boxes.

C. Establishing Closure:

1. After the ranking is completed, ask the participants to form small groups.

    a. Ask them to conduct a poll among their group members and to list each person's three "mosts."

    b. Invite the participants to share individual thoughts and reactions, if they wish to do so in their small groups.

2. Call the group together.

    a. Ask if anyone would like to share anything that they learned from this activity. You might ask the groups if they would like to share their small group, or individual member, poll.

    b. You should find that participants sorted children based on their own background and experience. For example, one participant may choose a hearing impaired child as "most" because of his/her own experience with a hearing handicapped individual.

    c. You should also find that there is great diversity among the participants' choices--there is no universal agreement regarding what is a handicapping condition.

Adapted from Values Clarification by Sidney Simon, Leland Howe, & Howard Kirschenbaum. New York: Hart Publishing, 1972.

DESCRIPTORS

1. Rick (4th grade)
   - interrupts teacher and peers often
   - talks out of turn
   - goes to the bathroom often
   - unable to sit still
   - appears to be busy, but is wasting time
   - much physical contact with peers

2. Ronnie (3rd grade)
   - record shows three seizures in a two week period, two years ago
   - no indication of any since at school
   - works diligently at tasks
   - often volunteers to help teacher
   - drools due to medication
   - had difficulty relating to peers

3. Joan (6th grade)
   - above average IQ
   - completes work most of the time
   - sometimes talks to peers at inappropriate times
   - clean body, neat attire
   - seldom a discipline problem
   - expresses dislike for school

4. Lyle (1st grade)
   - clothes messy and tattered
   - dirty - has body odor
   - uses foul language
   - has poor eating habits
   - speaks poorly
   - tasks messy and incomplete

5. Shari (6th grade)
   - assertive - calls out in class
   - often withdraws from peer relationships
   - questions teacher's knowledge and judgment
   - works ahead of others in text books
   - will not follow teacher directions

6. Joe (2nd grade)
   - doesn't respond when called upon
   - fails to complete work sheets
   - work copied from board is poor/incorrect/incomplete
   - when listening, turns left ear to speaker
   - squints at chalkboard
   - parent visits school often

7. Robin (4th grade)
   - below average IQ
   - exhibits different language patterns
   - refuses to do assigned tasks
   - argues with classmates
   - aggressive on the playground
   - sometimes sullen, appears disinterested

8. Lin (1st grade)
   - limited school attendance
   - overweight & physically weaker than peers
   - always tired (sometimes falls asleep)
   - behind in work
   - little or no eye contact
   - displays tics such as rolling eyes back

9. Brian (5th grade)
   - talks to himself
   - on-task for short time
   - inconsistent behavior - sometimes tantrums
   - uses profanity
   - distracts other students by talking
   - does not appear to know why he is in class & has little interest in being there

DESCRIPTORS

1. Steve (9th grade)
   - interrupts teacher and peers often
   - talks out of turn (blurts out)
   - late to class frequently
   - taps desk with finger or pencil often
   - does very little work
   - much physical contact with peers

2. Jessica (12th grade)
   - record shows seizures occurred in first grade
   - no indication of any since at school
   - works diligently at tasks
   - appears lethargic or sleepy at times
   - drools due to medication
   - does not talk in class

3. Randy (8th grade)
   - above average IQ
   - completes work most of the time
   - sometimes talks to peers at inappropriate times
   - neat and well kept in appearance
   - seldom a discipline problem
   - states that he hates school

4. Deano (7th grade)
   - clothes messy and tattered
   - dirty - has body odor
   - uses foul language
   - spends lunch money for cigarettes
   - speaks poorly
   - tasks messy and incomplete

5. Brent (7th grade)

- talks to himself
- on-task for short time
- inconsistent behavior - sometimes tantrums
- uses profanity
- distracts other students by talking
- does not appear to know why he is in class and has little interest in being there

6. Scott (10th grade)

- limited school attendance
- overweight and physically weaker than peers
- always tired (sometimes falls asleep)
- remains behind in work
- little or no eye contact
- displays tics such as rolling eyes back

7. Julie (8th grade)

- talks loudly in class without being called on
- does not appear to have friends
- questions teacher's knowledge and judgement
- does not complete assignments on time
- refuses to follow teacher directions

8. Christine (11th grade)

- doesn't respond when called on in class
- fails to complete assignments
- work copied from board is poor/incorrect/incomplete
- when listening, turns left ear to speaker
- squints at chalkboard
- parent visits school frequently

9. Mike (9th grade)

- below average IQ
- is mostly nonverbal
- refuses to do assigned tasks
- fights with classmates
- aggressive in hallways
- sometimes sullen, appears disinterested

DESCRIPTORS

1. Rick (4th grade)
    - interrupts teacher and peers often
    - talks out of turn
    - goes to the bathroom often
    - unable to sit still
    - appears to be busy, but is wasting time
    - much physical contact with peers

2. Jessica (12th grade)
    - record shows seizures occurred in first grade
    - no indication of any since at school
    - works diligently at tasks
    - appears lethargic or sleepy at times
    - drools due to medication
    - does not talk in class

3. Joan (6th grade)
    - above average IQ
    - completes work most of the time
    - sometimes talks to peers at inappropriate times
    - clean body, neat attire
    - seldom a discipline problem
    - expresses dislike for school

4. Deano (7th grade)
    - clothes messy and tattered
    - dirty - has body odor
    - uses foul language
    - spends lunch money for cigarettes
    - speaks poorly
    - tasks messy and incomplete

5. Jerry (5th grade)
   - talks to inanimate objects
   - on-task for short time
   - inconsistent behavior - sometimes tantrums
   - uses profanity
   - perseveration on speech and physical movement
   - loses track of reality
6. Scott (10th grade)
   - limited school attendance
   - overweight and physically weaker than peers
   - always tired (sometimes falls asleep)
   - remains behind in work
   - little or no eye contact
   - displays tics such as rolling eyes back
7. Julie (8th grade)
   - talks loudly in class without being called on
   - does not appear to have friends
   - questions teacher's knowledge and judgement
   - does not complete assignments on time
   - refuses to follow teacher directions
8. Joe (2nd grade)
   - doesn't respond when called upon
   - fails to complete work sheets
   - work copied from board is poor/incorrect/incomplete
   - when listening, turns left ear to speaker
   - squints at chalkboard
   - parent visits school often

9. Robin (3rd grade)

    - below average IQ
    - exhibits different language patterns
    - refuses to do assigned tasks
    - argues with classmates
    - aggressive on the playground
    - sometimes sullen, appears disinterested

ACTIVITY 1-3: TEACHING VALUES SURVEY

I. Objective: To provide the opportunity for participants to clarify, reinforce, and affirm their positions on values related to the education profession.

II. Group Size:

   A. Individual activity.

   B. Groups of four.

III. Time Required: Thirty minutes:

   A. Ten minutes to prepare survey responses.

   B. Seventeen minutes to share responses.

   C. Three minutes to establish closure.

IV. Physical Setting: Form circles of chairs throughout the room for small groups.

V. Materials:

Facilitator	Participant
None	Pen or Pencil Handout 1-5

VI. Procedures:

   A. Implementing the Activity:

      1. Distribute the survey form and instruct the participants to take ten minutes to individually prepare their written statements.

         a. Be aware of the sensitive nature of these inquiries.

         b. With this in mind, it may be necessary to reinforce the idea that no one need fear any repercussions for expressing their values and that everyone may share as many or as few of their responses as they wish.

      2. As the participants are writing, move about the room to answer individual questions.

From: Ford, K. & Stjernberg, L. Meeting the Least Restrictive Environment Challenge: Preliminary Considerations for Educators. Des Moines: Midwest Regional Resource Center, Drake University, 1979.

3. Ask the participants to share their values with the members of the small groups.
    a. This should be done in a manner that permits each member to share his or her thoughts about the first question before proceeding to the second.
    b. Encourage the listeners to ask questions and seek more detail but not to force the participant to respond if he or she does not wish to do so.

B. Establishing Closure:

1. After the small group sharing is finished, ask if anyone heard or was supported by their colleagues to express an idea that might have positive impact in a school.
2. State that there are no right or wrong answers to these questions.

TEACHING VALUES SURVEY

1. With which types of learners do you think you will be most successful in teaching?

2. With which kinds of youngsters do you think you will be least successful?

3. What qualities would a youngster have to exhibit for you to think of her or him as exceptional?

4. Make a list of what a learner should have acquired after being with you for one year. Do not limit your response to subject matter.

5. What elements does a classroom with a "good" learning environment contain?

ACTIVITY 1-4: GRADING GAME

I. Objective: To provide participants with an opportunity to realize how their reactions to a student can influence the grades they give to him/her.

II. Group Size: Large group.

III. Time Required: Thirty minutes:

- A. Five minutes to explain the activity.
- B. Twenty minutes to conduct it.
- C. Five minutes for closure.

IV. Physical Setting: A lecture setting that allows for physically dividing the participants into two equally sized groups.

V. Materials:

Facilitator	Participant
Blank Transparencies Marker Pen Overhead Projector	Pen or Pencil Three Simulated Student Papers to be Graded 1) "Arithmetic Test" Handout 1-6 2) "The Job I would Like . . ." Handout 1-7 a & b 3) "The Day Pedro Met Tiny" Handout 1-8 a & b

VI. Procedures:

- A. Before the Activity:
  - 1. Select two assistants.
    - a. Assign one assistant to each half of the group to collect the graded papers from that group.
    - b. This collection process is not critical for the "Arithmetic Test," since all papers are the same.
    - c. However, when completing the remaining exercises, each half of the group will be given a different description of the student submitting the paper. So, the papers from each half must be collected and tabulated separately.

From: Ford, K. & Stjernberg, L. Meeting the Least Restrictive Environment Challenge: Preliminary Considerations for Educators. Des Moines: Midwest Regional Resource Center, Drake University, 1979.

2. Select two individuals, preferably not participants, to tabulate the results of the exercise for later reporting to the group.

   a. Using transparencies, prepare the following charts on which the assistants can record the summarized data:

Arithmetic Test	Neat Pete	Messy Pete	Low IQ	High IQ
10	A		A	
9	B		B	
8	C		C	
7	D		D	
6	E		E	
5	F		F	
4				
3				
2				
1				

B. Implementing the Activity:

1. Inform the participants that they will be grading three simulated student papers, an activity which, in reality, consumes a considerable portion of most teachers' time.

   a. Tell them that the graded papers will be collected, the grades tabulated, and the results shared.

   b. Make certain that they read the descriptions/instructions before grading.

   c. Ask them to complete the exercise without discussing the papers with other participants.

2. Distribute papers and have them collected by the assistants one at a time in the order listed in the participant materials' section.

   a. The instructions for the "Arithmetic Test" (Exhibit 5.5,) are the same for everyone.

   b. In distributing the papers extitled, "The Job I Would Like to Have Ten Years From Now," make certain that half the group receives Exhibit 5.3a, and the other half Exhibit 5.3b.

      1) Do not inform the participants that the student descriptions are different.

    2) Remind the assistants to collect papers only from the half of the group assigned to them.

  c. In completing Exhibits 5.4a and 5.4b, the procedures are the same as above.

3. Have the other assistants tabulate the results and put them on the transparencies for the purpose of sharing with the participants.

  a. The results for 5.3a and 5.3b, 5.4a and 5.4b must be tabulated separately.

C. Establishing Closure:

1. A lengthy discussion of the results is not necessary since the data "speaks for itself."

  a. Point out that other phenomena, such as values, biases, standards, and expectations influence teacher evaluation.

  b. Mention that while it is most difficult - if not impossible to eliminate these factors - their recognition is the first necessary step in improving relations between individuals and groups and in improving classroom climate.

2. If appropriate, discuss with the participants alternative procedures for grading handicapped students who are attending general education classes.

  a. Mention that some school districts have a policy which must be followed.

  b. Discuss with them how the handicapped child may feel about being graded or evaluated differently than his/her peers.

ARITHMETIC TEST

Directions (to the pupils): Work the following problems and show your steps in arriving at the solutions:

1. If 3 apples cost 13¢ how much will 7 apples cost?

$$\begin{array}{r} 4.56 \\ 3\overline{)13.00} \\ \underline{12} \\ 1\,0 \\ \underline{8} \\ 20 \end{array} \qquad \begin{array}{r} 4.56 \\ \underline{\times 7} \\ 31.92 \end{array}$$

Answer: 31.92

EXHIBIT 5.5 (continued)

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INSTRUCTIONS AND WORKSHEET

Arithmetic Test

This is the first of ten items in a 6th grade arithmetic test. Each item is worth a maximum of ten points.

Read the teacher's directions to the pupils and then examine the response of this particular pupil. Evaluate the pupil's work by circling the number of points that you would award him for his response. Circle one:

0 1 2 3 4 5 6 7 8 9 10

As soon as you have completed the marking as instructed, hand in this sneet for tabulation.

EXHIBIT 5.5

INSTRUCTIONS AND WORKSHEET

"The Job I Would Like To Have Ten Years From Now"

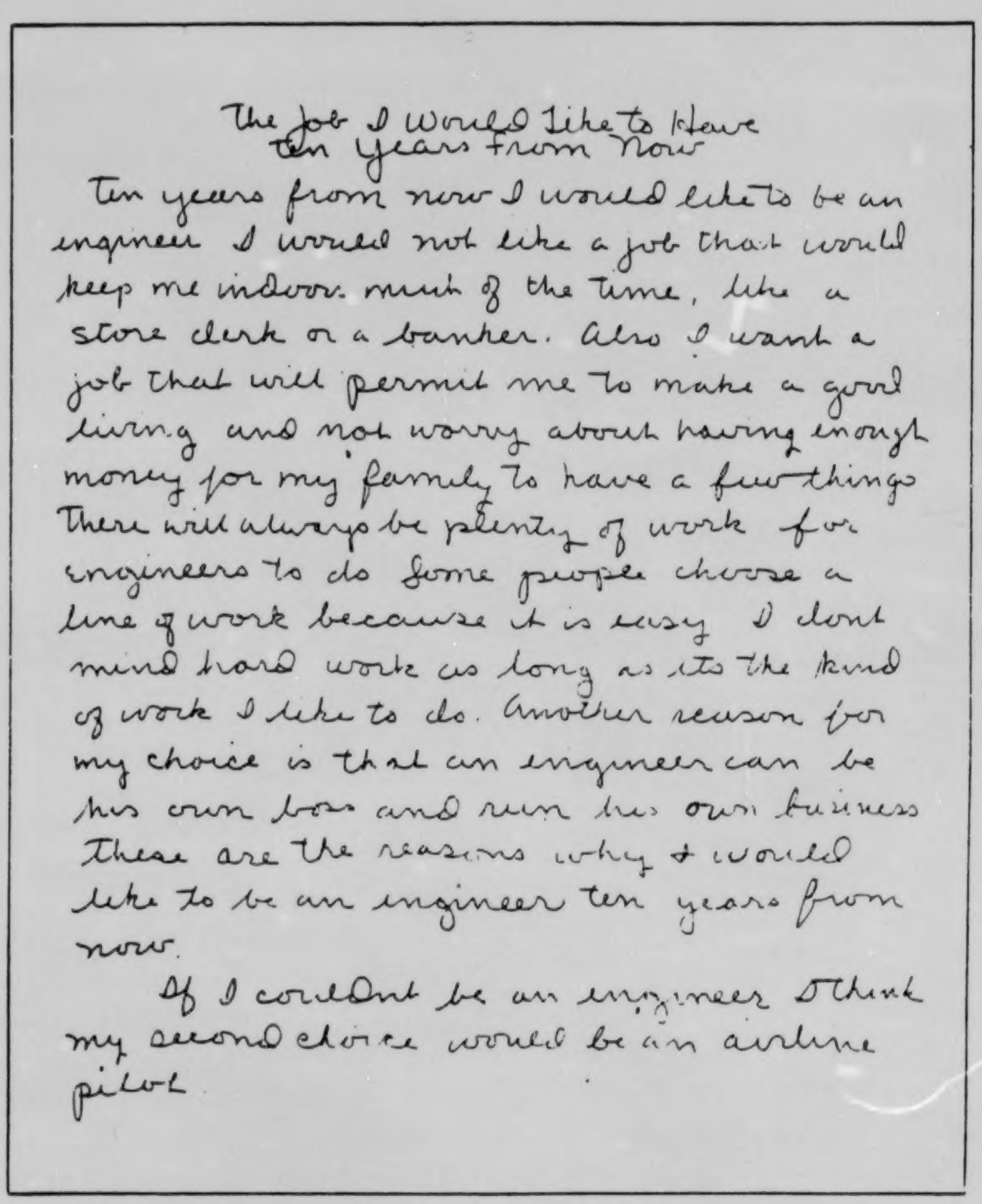
Pete, the writer of this theme, is a 10th grade student. He generally works diligently at his studies, and he is considered to be a good school citizen. Pete is popular with his fellow students, being elected as the student council representative from his homeroom. He is one of the student managers for the football team, and he played on the "B" squad in basketball. He also plays trombone in the school band. Pete usually wears white levis and colorful sport shirts, and he keeps "boyishly" well groomed and clean. Although he has been known to be involved in a few mischievous episodes, he has never caused any serious trouble for his teachers or parents. His favorite interests are athletics and jam sessions.

The class was asked to write a theme of one or two pages on the topic, "The Job I Would Like To Have Ten Years From Now." Assign a mark to Pete's paper, assuming that there is an A,B,C,D,F marking system, D being the lowest passing mark. Circle one of the following:

A B C D F

As soon as you have completed the marking as instructed, hand in this sheet for tabulation.

EXHIBIT 5.3a



The Job I Would Like to Have
Ten Years from Now

Ten years from now I would like to be an engineer I would not like a job that would keep me indoors much of the time, like a store clerk or a banker. Also I want a job that will permit me to make a good living and not worry about having enough money for my family to have a few things There will always be plenty of work for engineers to do Some people choose a line of work because it is easy I dont mind hard work as long as its the kind of work I like to do. Another reason for my choice is that an engineer can be his own boss and run his own business These are the reasons why I would like to be an engineer ten years from now.

If I couldnt be an engineer I think my second choice would be an airline pilot

Exhibit 5.3a (continued)

INSTRUCTIONS AND WORK SHEET
"THE JOB I WOULD LIKE TO HAVE TEN YEARS FROM NOW"

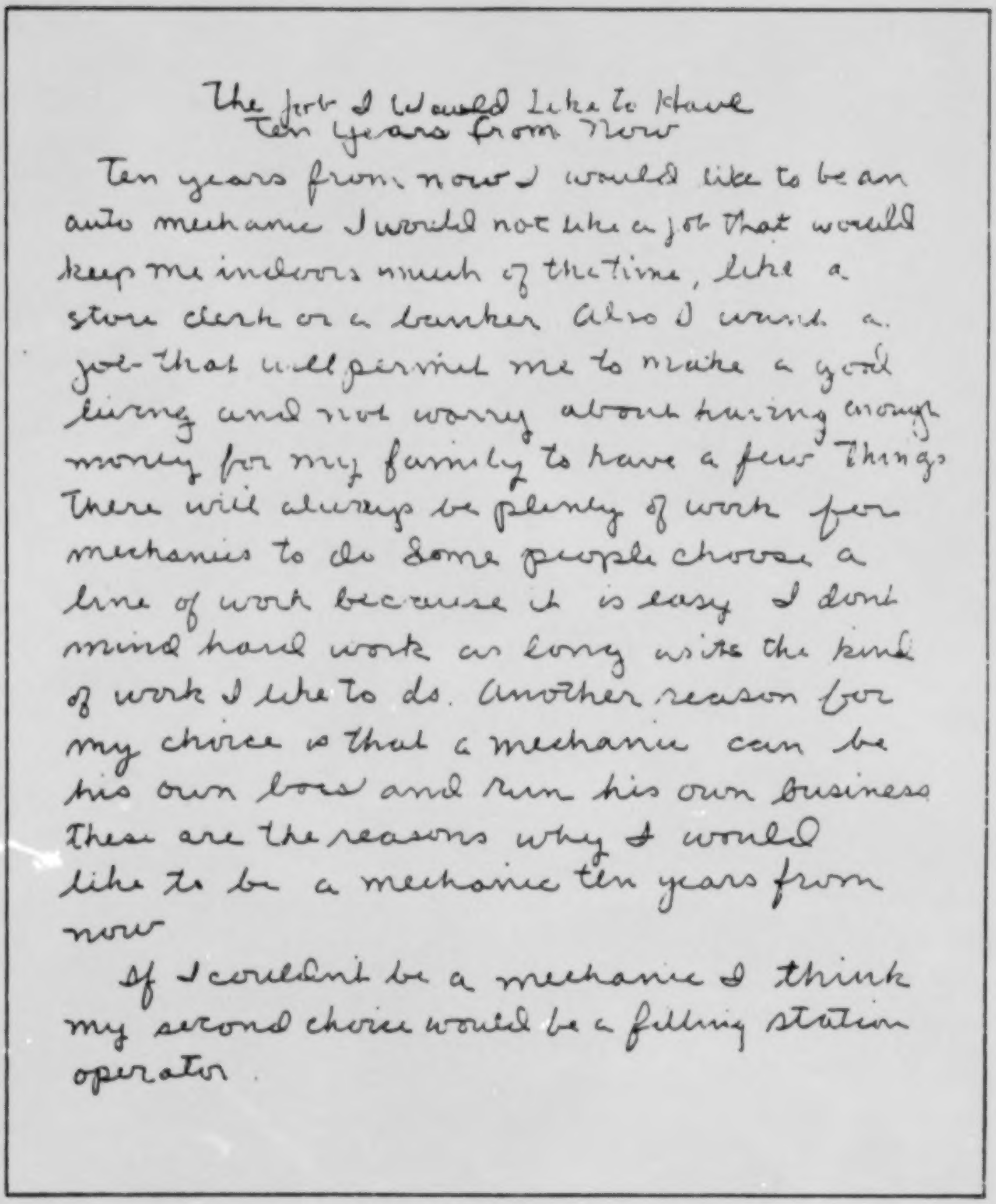
Pete, the writer of this theme, is a 10th grade student. He frequently comes to classes late; sometimes he arrives as much as forty minutes after school begins in the morning. Some of the girls in class complain about his use of profane language in the halls. The teachers often have to reprimand him for his manners. He is sometimes curt and impolite toward teachers. On hot spring days, students are especially antagonistic toward Pete because of his repulsive body odor. His clothes are usually dirty and sloppily worn, with shirt out and pants hanging low on his hips. He lets his black hair grow long around his ears and uses gobs of grease or oil to keep it in place. His favorite sport is hot-rodding.

The class was asked to write a theme of one or two pages on the topic, "The Job I Would Like To Have Ten Years From Now." Assign a mark to Pete's paper, assuming that there is an A,B,C,D,F marking system, D being the lowest passing mark. Circle one of the following:

A B C D F

As soon as you have completed the marking as instructed, hand in this sheet for tabulation.

EXHIBIT 5.3b

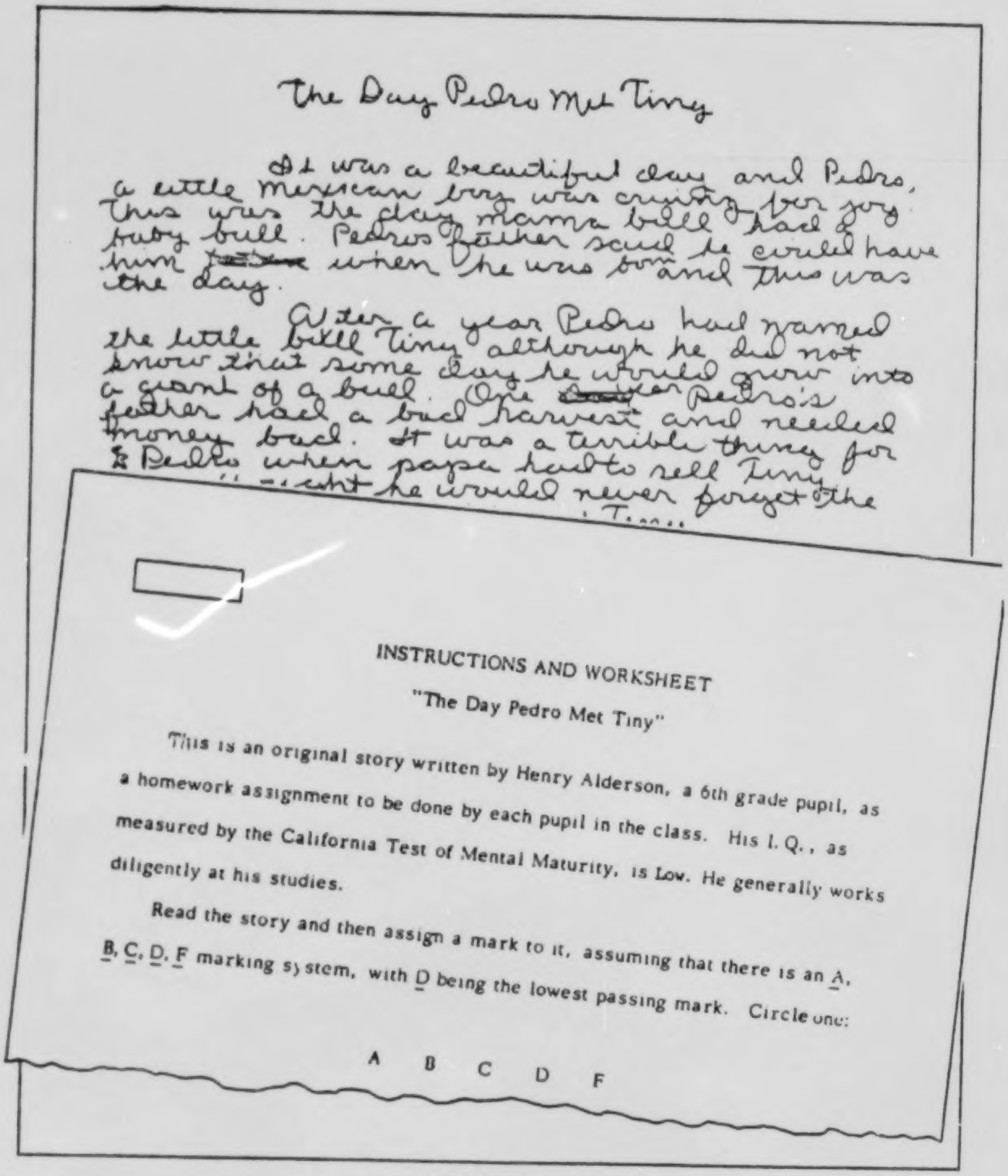


The job I Would Like to Have
Ten Years from Now

Ten years from now I would like to be an auto mechanic I would not like a job that would keep me indoors much of the time, like a store clerk or a banker Also I want a job that will permit me to make a good living and not worry about having enough money for my family to have a few Things There will always be plenty of work for mechanics to do Some people choose a line of work because it is easy I dont mind hard work as long as its the kind of work I like to do. Another reason for my choice is that a mechanic can be his own boss and run his own business These are the reasons why I would like to be a mechanic ten years from now

If I couldnt be a mechanic I think my second choice would be a filling station operator.

Exhibit 5.3b (continued)



The Day Pedro Met Tiny

It was a beautiful day and Pedro, a little Mexican boy was crying for joy. This was the day mama bull had a baby bull. Pedros father said he could have him ~~[illegible]~~ when he was born and this was the day.

After a year Pedro had named the little bull Tiny although he did not know that some day he would grow into a giant of a bull. One ~~[illegible]~~ year Pedro's father had a bad harvest and needed money bad. It was a terrible thing for Pedro when papa had to sell Tiny [illegible] he would never forget the [illegible] Tiny

INSTRUCTIONS AND WORKSHEET

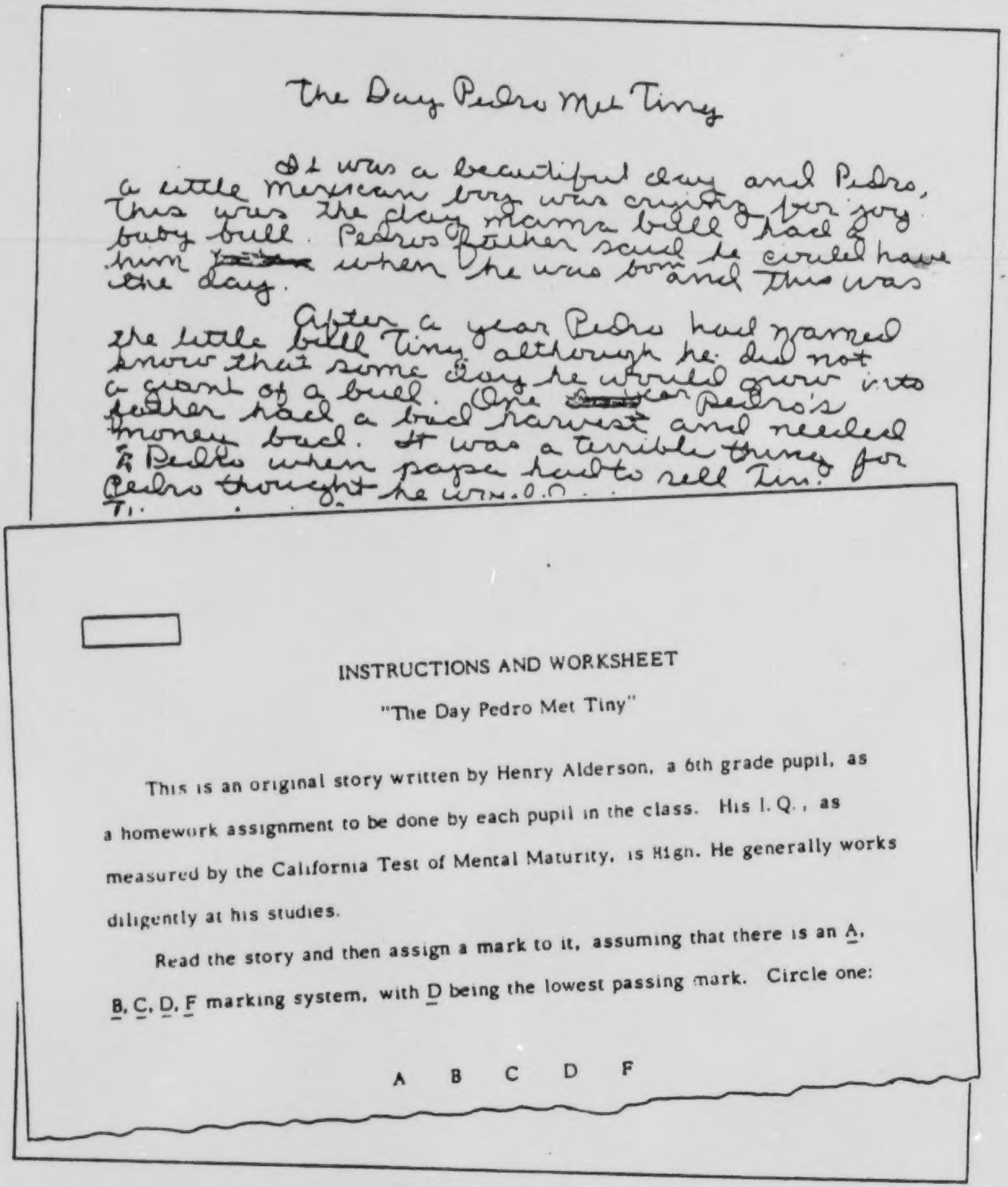
"The Day Pedro Met Tiny"

This is an original story written by Henry Alderson, a 6th grade pupil, as a homework assignment to be done by each pupil in the class. His I. Q., as measured by the California Test of Mental Maturity, is Low. He generally works diligently at his studies.

Read the story and then assign a mark to it, assuming that there is an A, B, C, D, F marking system, with D being the lowest passing mark. Circle one:

A B C D F

Exhibit 5.4a



The Day Pedro Met Tiny

It was a beautiful day and Pedro,
a little Mexican boy was crying for joy
This was the day mama bull had a
baby bull. Pedros father said he could have
him ~~[illegible]~~ when he was born and this was
the day.

After a year Pedro had named
the little bull Tiny although he did not
know that some day he would grow into
a giant of a bull. One ~~[illegible]~~ year Pedro's
father had a bad harvest and needed
money bad. It was a terrible thing for
to Pedro when papa had to sell Tiny.
Pedro thought he was
Ti

INSTRUCTIONS AND WORKSHEET

"The Day Pedro Met Tiny"

This is an original story written by Henry Alderson, a 6th grade pupil, as a homework assignment to be done by each pupil in the class. His I.Q., as measured by the California Test of Mental Maturity, is High. He generally works diligently at his studies.

Read the story and then assign a mark to it, assuming that there is an A, B, C, D, F marking system, with D being the lowest passing mark. Circle one:

A B C D F

Exhibit 5.4b

ACTIVITY 1-5: ACCOMMODATING HANDICAPPED LEARNERS IN THE LEAST RESTRICTIVE ENVIRONMENT

I. Objectives: To provide participants with an opportunity to discuss the positive and negative consequences of placing handicapped learners in the least restrictive environment.

-To assist participants to identify alternatives to solve negative consequences of placing handicapped learners in the least restrictive environment.

II. Group Size: Small groups of four.

III. Time Required: Forty-five minutes:

- A. Five minutes to form groups and explain the activity.
- B. Eight minutes for listing the positive reasons
- C. Eight minutes for listing the negative reasons.
- D. Fourteen minutes for developing solutions.
- E. Ten minutes to establish closure.

IV. Physical Setting: Arrange the furniture so each of the small groups can work in a semi-circle. Each semi-circle needs to face a wall where newsprint can be hung.

V. Materials:

Facilitator	Participants
None	Three Sheets of Newsprint (per group) Marking Pen (one per group) Roll of Masking Tape (one per group) Case Study, Handout 1-9 (one per group)

VI. Procedures:

A. Before the Activity:

1. Prepare three sheets of newsprint for each small group.
   a. Divide the newsprint into three columns.
   b. Write the words POSITIVE CONSEQUENCES above the first column, NEGATIVE CONSEQUENCES above the middle column, and SOLUTIONS above the last column.

Adapted From: Ford, K. & Stjernberg, L. Meeting the Least Restrictive Environment Challenge: Preliminary Considerations for Educators. Des Moines: Midwest Regional Resource Center, Drake University, 1979.

2. Duplicate as many copies of handout 1-9 as there are participants.

3. Cut copies of handout 1-9 into separate case studies.

B. Implementing the Activity:

1. Ask the participants to form groups of four.

2. Distribute copies of the case study to each group.

    a. Each group should get a different case study.

    b. Give everyone in each group a copy of the case study.

3. Tell the participants that as a group they are to brainstorm all the positive consequences which could result from placing the handicapped student described in the case study in the least restrictive educational environment, such as a general education classroom.

    a. Tell them to record the responses on the newsprint sheet in the POSITIVE CONSEQUENCES column.

    b. When they have completed that, they are to do the same for negative consequences.

    c. Then they are to examine each negative consequence and brainstorm at least two solutions or ways to solve each negative reason.

        1) These are to be recorded in the SOLUTIONS column.

        2) The solutions can be both "human" such as using volunteers or "non-human" such as "different materials".

        3) Encourage the participants to be as creative as possible when developing solutions.

    d. Ask if there are any questions

4. Tell the participants they have approximately thirty minutes to complete the activity.

5. Observe the groups as the activity is being completed. Be available to answer any questions. If a group appears to be experiencing difficulty producing responses, provide assistance.

6. When all the solutions have been developed, ask the group to examine each one and discuss:

    a. Is this a realistic solution? Why or why not? If it is not, how can it be changed to make it more realistic?

    b. What person, or persons would be responsible for implementing such a solution?

C. Establishing Closure:

1. Bring closure by asking the groups to read their responses.
2. Ask the other groups if there are any additional responses they want to add.
3. Encourage the participants to read the responses of other groups during their breaks.

ALTERNATIVE

1. An alternative to listing the positive and negative consequences is to have the small group discuss the following:
    a. What concerns do you have about having a handicapped student placed in your classroom?
    b. What would you consider to be the "ideal" solution to each of these concerns?
    c. What "realities" of life interfere with or prevent accomplishment of the above solution?
    d. Given the restrictions mentioned in #3, what can be done to deal with your concerns? What are "realistic" solutions to them?
2. They should record their responses and share them with the other groups at the end of the activity.

CASE STUDIES

1. A sixth grade teacher has two students with learning disabilities in his class. Both students read at about the second grade level. They have difficulty writing complete sentences and can't write paragraphs. The teacher has no materials that are suitable for these students. What can he do?

2. A handicapped child who is disruptive just transferred into the district and has been placed in a third grade class. She can't "stay in her seat" to complete her assignments and often "shouts out" inappropriate remarks. She also frequently annoys the other students by poking them and yelling at them. What can the teacher do?

3. A kindergarten teacher thinks that one of her students "shakes" whenever he attempts fine or gross motor activities. The "shaking" is minor and occurs in the hands and legs. What can the teacher do?

4. A teacher of a self-contained classroom for the mentally disabled thinks that two of his students could spend part of the school day in a general education class. What should the teacher do?

5. An eleventh grade student has just started attending a vocational education class. He has a history of seizures--some are mild but about once a year he has one of the grand mal variety. The vocational education teacher is concerned that the student may have a seizure when he is using some of the equipment and machines. What can the teacher do?

6. A ninth grade student, who is visually impaired, has just started to attend classes in his home district. Until now, he has attended the school for the blind. The student can see "shadows", can read if he puts his face so his eye almost touches the printed page and can also read braille. His teachers want to know what they can do for him.

ACTIVITY 1-6: DESIGNING A LEAST RESTRICTIVE ENVIRONMENT

I. Objectives: To provide participants with an opportunity to design a least restrictive environment.

To assist participants in developing an individual awareness that they can design a least restrictive environment for a handicapped student.

II. Group Size: Small groups of three.

III. Time required: Sixty minutes:

- A. Ten minutes to explain the activity.
- B. Forty minutes to complete the activity.
- C. Ten minutes to share responses.

IV. Physical Setting: Arrange tables and chairs in small groups.

V. Materials:

Facilitator	Participant
None	"Directions for Designing A Least Restrictive Environment", Handout 1-10 "Designing a Least Restrictive Environment Gameboard", Handout 1-11 Die (one per group) Four markers (per group) "Designing a Least Restrictive Environment Response Sheet", Handout 1-12

VI. Procedures:

A. Implementing the Activity:

1. Explain that for the next hour the participants will be involved in a game which provides an opportunity to design a least restrictive environment which will meet the needs of an individual learner.

Adapted from "Designing Materials for the Educationally Handicapped" in Informal Diagnosis and Prescriptive Programming: A Workshop, developed by the Midwest Regional Resource Center, Drake University, Des Moines, Iowa, 1976.

From: Ford, K. & Stjernberg, L. Meeting the Least Restrictive Environment Challenge: Preliminary Considerations for Educators. Des Moines: Midwest Regional Resource Center, Drake University, 1979.

2. Distribute Handout 1-10 and review it with participants.

3. Distribute one copy of Handout 1-11 to each group and explain the choices in the "Instructional Placement" column.

4. Distribute the markers, die, and Handout 1-12.

B. Establishing Closure:

1. Ask one or two of the groups to volunteer to share their least restrictive environment.

2. Ask if there are any questions or comments.

DIRECTIONS FOR DESIGNING A LEAST RESTRICTIVE ENVIRONMENT

1. Select one member of the group to roll the die.

2. Roll the die.

3. Place a marker on the board on the corresponding number in the first column under INSTRUCTIONAL PLACEMENT according to the number that shows on the die.

4. Continue rolling the die and placing a marker in each of the next three columns under INSTRUCTIONAL LEVEL, HANDICAPPING CONDITION, and CHARACTERISTICS.

5. Read the descriptive statements and design a learning environment which will accommodate the needs of the hypothetical learner. This environment should take into consideration such variables as curriculum, instructional strategies, and instructional materials.

6. Complete the Designing A Least Restrictive Environment Response Sheet with your group.

DESIGNING A LEAST RESTRICTIVE ENVIRONMENT GAMEBOARD

INSTRUCTIONAL PLACEMENT	INSTRUCTIONAL LEVEL	HANDICAPPING CONDITION	CHARACTERISTIC
1. Enrolled in regular classroom.	1. Preschool	1. Emotionally Disturbed	1. Does not feel comfortable when asked to work with others.
2. Enrolled in regular classroom with tutorial assistance.	2. Primary (Grades 1-2)	2. Hearing Handicapped	2. Easily frustrated and resorts to temper outburst when upset.
3. Enrolled in regular classroom with one hour in resource room.	3. Intermediate (Grades 3-4)	3. Learning Disability	3. Has difficulty understanding what is expected. Directions often have to be repeated.
4. Enrolled in regular classroom with half-day in resource room.	4. Intermediate (Grades 5-6)	4. Mentally Retarded	4. Likes to be with others and is well liked by other students.
5. Enrolled in regular classroom with support personnel assistance.	5. Junior High (Grades 7-9)	5. Speech Impaired	5. Acts out to seek attention of the teacher and other students.
6. Enrolled in special class with integration into regular class for two academic areas.	6. Senior High (Grades 10-12)	6. Visually Handicapped	6. Very shy and passive.

DESIGNING A LEAST RESTRICTIVE ENVIRONMENT RESPONSE SHEET

INSTRUCTIONAL PLACEMENT:

INSTRUCTIONAL LEVEL:

HANDICAPPING CONDITION:

CHARACTERISTIC:

DESCRIPTION OF LEARNING ENVIRONMENT:

ACTIVITY 1-7: PLANNING A PROGRAM FOR DEVELOPING POSITIVE ATTITUDES AMONG NON-HANDICAPPED STUDENTS TOWARD THEIR HANDICAPPED PEERS

I. Objective: To assist the participants to develop a plan they can use with non-handicapped students in their classes to help these students become more accepting of their handicapped peers.

II. Group Size:

A. Large group.

B. Groups of three.

III. Time Required: One and one-half hours.

IV. Physical Setting: Arrange tables and chairs so they are facing the screen.

V. Materials:

Facilitator	Participant
Transparency of the Planning Form Bibliography of Resources	"Planning Form",Handout 1-13

VI. Procedures:

A. Before the Activity:

1. Develop a lecturette.

2. Include in it the following:

   a. Why it is important to develop a plan for helping the non-handicapped become more accepting of their handicapped peers.

   b. Resources such as films and books that could be used to develop such a program.

B. Implementing the Activity:

1. Give the lecturette.

   a. If you wish, distribute the bibliography to the participants.

   b. If possible, have the resources available for the participants to examine.

2. Distribute the planning form and demonstrate how to complete it.

3. Ask the group to form groups of three and develop a plan for implementing such a program.

    a. Encourage them to form groups with people who teach the same grade level or course that they will.

    b. Tell them to develop a plan they could really implement.

4. Give them about twenty minutes to develop their plans.

C. Establishing Closure:

1. Ask each group to share their plan.

2. Ask which participants will implement their plans.

DEVELOPING POSITIVE ATTITUDES
AMONG NON-HANDICAPPED STUDENTS
TOWARD THEIR HANDICAPPED PEERS

What Will You Do?	When?	What needs to be done before you can implement the plan (i.e. what resources need to be gathered or developed? Whose approval is needed, etc.)

Handout 1-13

Midwest Regional Resource Center (MRRC) Products

Available From
Educational Resources Information Center (ERIC)
1920 Association Drive
Reston, VA 22091

	Ordering Number	Number of Pages	Approx. Cost	(See Code*) Audience
Conducting the Annual Program Review - MRRC	ED 168 292	92	$ 6.32	SE, SP, AD
Establishing the School-Parent Relationship - Jerry Caster/MRRC	ED 184 259	123	7.82	
Exceptionalities of Children and Adults: A Modular Approach to Training Education Personnel - George Yard/MRRC	ED 163 709	189	12.32	
For Parents Only - MRRC	ED 169 711	45	3.32	
Handbook for Placement of Handicapped Children: From Identification Through Initial Placement - Clifford E. Howe, et. al.	ED 163 708	36	3.32	
Informal Diagnosis and Prescriptive Programming: A Workshop - MRRC	ED 132 751	363	22.82	SE, SP, GE
Informal Diagnosis and Prescriptive Programming: A Follow-Up Workshop - MRRC	ED 136 514	200	18.32	SE, SP, GE
Informal Diagnosis and Prescriptive Programming: In-Service Training Modules for Personnel Who Teach the Severely, Multiply Handicapped - MRRC	ED 136 515	163	10.82	SE, SP, GE
Meeting the Least Restrictive Environment Challenge: Preliminary Considerations for Educators - Karen Ford, Lloyd Stjernberg/MRRC	ED 184 260	206	13.82	GE, AD
Parents and Educators: Partners in Individualized Education Program Planning for Handicapped Students: An Inservice Training Package - Joyce Shaffer and Jane Bell	ED 163 706	84	6.32	GE, SE, AD, Parents
The Individualized Education Program: A Team Approach - Mary Green/MRRC	ED 169 712	204	13.82	SE, SP, GE, Parents

* Code

AD=Administrators
GE=General Educators
SE=Special Educators
SP=Support Personnel

ACTIVITY 1-8: ATTITUDE COLLAGE

I. Objective: To provide participants with an opportunity to identify and share their understanding of and attitudes toward educating handicapped individuals in the general education classroom.

II. Group Size: Small groups of three.

III. Time Required: Forty-five minutes:

A. Five minutes to explain the activity.

B. Thirty minutes to complete the activity.

C. Ten minutes for closure.

IV. Physical Setting: Arrange small groups of tables and chairs around the room.

V. Materials:

Facilitator	Participant
None	Poster Board (22" x 28" or 23" x 44" (one per group) "Directions for Making the Collage," Handout 1-14 (one per group) Magazines Crayons Markers Yarn Scraps of Material Scissors Glue (Anything else that provides a medium through which to develop the collage)

VI. Procedures:

A. Implementing the Activity:

1. Distribute handout 1-14 and explain that the collage is to be based on the participants' understanding of, and attitudes toward, educating handicapped individuals in the least restrictive environment.

    a. Explain to the participants that they will have only thirty minutes to complete the collages.

    b. Ask if there are any questions.

From: Ford, K. & Stjernberg, L. Meeting the Least Restrictive Environment Challenge: Preliminary Considerations for Educators. Des Moines: Midwest Regional Resource Center, Drake University, 1979.

2. Show the participants where materials can be found.

3. As the participants work on the collages, move about the room to answer questions and provide any needed assistance.

C. Establishing Closure:

1. When the collages are completed, post them about the room.

2. Encourage the participants to take time to view the completed collages.

3. Ask for one or two groups to volunteer to share a description of their collages and what discoveries they made while developing them.

4. Encourage the groups to take their collages with them.

DIRECTIONS FOR MAKING THE COLLAGE

The purpose of this activity is to give you an opportunity to summarize and share your understanding of, and attitudes toward, serving handicapped individuals in the least restrictive environment. Do this by making a collage which will be posted in the room. To complete this activity:

1. Select two other participants to work with.
2. Secure a piece of poster board from the facilitator.
3. Have a group sharing session in which you will decide what feelings, reactions, concerns, and hopes you want to express through the collage.
4. Develop a theme or title for the collage.
5. Write a paragraph to explain your rationale. This rationale will be attached to the bottom right-hand corner of the collage.
6. Use any medium, i.e., pictures from magazines, print, drawings, to develop the collage.
7. Take forty minutes to complete your group collage.

SECTION 2

LEGISLATION

Goal: To provide information on how federal legislation provides for an individualized education for handicapped individuals.

Contents:

Page

Activity 2-1: What is Public Law 94-142 and The Least Restrictive Environment? 54

Activity 2-2: Check Yourself 80

NOTE TO THE INSTRUCTOR

This section includes an outline for a lecture on P.L. 94-142 and the least restrictive environment, and a checking exercise. Background materials for preparing the lecture, transparency masters, and handouts for the participants are included. This section does not include information on state laws or specific court cases that have led to the federal legislation. For more information regarding court cases and federal legislation, refer to the journal, AMICUS published by the National Center for Law and the Handicapped, South Bend, Indiana. For information on State of Iowa law, contact the Division of Special Education, Department of Public Instruction, Grimes State Office Building, Des Moines, Iowa 50319.

ACTIVITY	OBJECTIVE	TIME	GROUP SIZE
Activity 2-1	a. To provide background information on P.L. 94-142 and the concept of the least restrictive environment.	Forty-five minutes	Large group
Activity 2-2	a. To provide participants with an opportunity to check their knowledge of P.L. 94-142.	Fifteen minutes	Individual activity or pairs

ACTIVITY 2-1: WHAT IS PUBLIC LAW 94-142 AND THE LEAST RESTRICTIVE ENVIRONMENT?

I. Objective: To provide background information about P.L. 94-142 and the least restrictive environment.

II. Group Size: Large group.

III. Time Required: Sixty minutes:

A. Five minutes for introduction.

B. Fifteen minutes for P.L. 94-142 presentation.

C. Twenty-five minutes for least restrictive environment.

IV. Physical Settings: Arrange furniture so it is appropriate for lecture.

V. Materials:

Facilitator	Participant
Overhead Projector	Handouts 2-1, 2-2, 2-3
Screen	
Lecture Notes	
Transparencies 2-1 through 2-7	

VI. Procedures:

A. Before the Activity:

1. Prepare a forty minute lecture on P.L. 94-142 and the LRE concept.

a. The lecture is to make participants aware of the concepts and to give them a base from which they can begin to redefine their attitudes toward serving handicapped individuals in general education classes. The following outline is to be followed in developing the lecture.

b. The "Summary of P.L. 94-142, Section 504, and Least Restrictive Environment," pages 57 to 64 contains the specific information needed to develop this lecture.

1) All the transparencies are keyed to this information.

2) During the lecture, stress the interrelatedness of the LRE concept and the Individual Educational Plan (IEP).

2. Select handouts to be used and duplicate for participants.

    a. Consider copying some transparencies and duplicating them for handouts.

B. Implementing the activity:

1. Distribute the handouts of selected transparencies.

    a. Tell the participants they may want to write notes on them.

2. Present the lecture.

    a. Allow the participants to ask questions throughout the lecture as well as at the end of it.

    b. Keep in mind that this is an overview of P.L. 94-142 and the LRE concept.

PUBLIC LAW 94-142 AND THE LEAST RESTRICTIVE ENVIRONMENT

LECTURE OUTLINE

I. Introduction

   A. Recognition of right of children to an education.

II. Public Law 94-142

   A. Need for the law.

   B. Purpose of the law. (Transparency 2-1)

   C. Major features of P.L. 94-142. (Transparency 2-2)

      1. Procedural Safeguards.

      2. Least Restrictive Environment.

      3. Individualized Educational Plan.

   D. Section 504. (Transparency 2-3)

      1. Statement explaining Section 504.

III. Least Restrictive Environment

   A. What P.L. 94-142 says about LRE. (Transparency 2-4)

   B. Use of the term mainstreaming.

   C. Basic components of LRE. (Transparency 2-5)

   D. Different service models. (Transparency 2-6)

   E. The relationship of the IEP and LRE.

   F. Placement of children in the LRE.

IV. Conclusion

   A. Myth of LRE.

   B. P.L. 94-142 gives handicapped students the right to an education.

   C. LRE: What it is and is not. (Transparency 2-7)

   D. Benefits for non-handicapped.

From: Ford, K. & Stjernberg, L. Meeting the Least Restrictive Environment Challenge: Preliminary Considerations for Educators. Des Moines: Midwest Regional Resource Center, Drake University, 1979.

SUMMARY OF PUBLIC LAW 94-142, SECTION 504, AND LEAST RESTRICTIVE ENVIRONMENT

Public Law 94-142:

Public Law 94-142, the Education of All Handicapped Children Act of 1975, has been referred to as the "Bill of Rights for the Handicapped" because it is designed to correct inequalities on behalf of the handicapped.

Need for this federal law was evident as the following information was presented at the Congressional hearings:

- over 1.75 million children with handicaps in the U.S. were being excluded entirely from receiving a public education solely on the basis of their handicap.

- over half of the estimated 8 million handicapped children in the country were not receiving the appropriate educational services they needed and/or were entitled to.

- many other children were still being placed in inappropriate educational settings because their handicaps were undetected or because of a violation of their individual rights.

The major purpose of PL 94-142 is to provide a free, appropriate education to all handicapped children ages 3-21. This intent is reflected clearly in the following statement of purpose.

> It is the purpose of this Act to assure that all handicapped children have available to them, within the time periods specified, a free appropriate public education which exphasizes special education and related services designed to meet their unique needs. (Public Law 94-142, 1975, Sec. 3, c)

More specifically PL 94-142 can be organized around three major features. These include: (1). procedural safeguards, (2). least restrictive environments, and (3) individualized education plan.

(1). Procedural safeguards

The intent of the procedural safeguards is to insure application of due process for the handicapped in regard to identification, evaluation, and placement decisions. These safequards are included in the Act to insure that the rights created by the Act are in fact made available to children who are handicapped, their families, and the public schools. Specific elements of procedures are:

- parents must be provided written notification before evaluation (notices made in the native language of the home).

- parents may obtain evaluations independent of the school.

- parents have access to all relevant records.

- parents must receive written notice whenever the school proposes a change in identification, evaluation, or educational placement of their handicapped child.

- parents have the right to present complaints regarding the identification, evaluation, placement, or the provision of a free appropriate education.

- surrogate parents must be appointed if the parents or guardian of the child are not known or available, or if the child is a ward of the state.

- right to an impartial due process hearing.

- right to appeal the findings and decisions of the hearings.

(2). Least Restrictive Environment

The act states that, to the maximum extent appropriate, handicapped children are to be educated with children who are not handicapped. The emphasis is on the regular class as the preferred instructional base for all children.

(3). Individualized Education Plan

The individualized education plan (IEP) is the means through which the goal of the Act (appropriate education) is to be met. The IEP is a statement, which has been agreed upon by the parties concerned, setting forth the program which will be provided to the handicapped child. Major components of the IEP include:

- a statement of the child's present levels of educational performance.
- a statement of annual goals.
- a statement of short-term instructional objectives.
- a statement of specific educational services needed by the child including:
  - all special education and related services.
  - any special instructional media and materials.

Section 504:

Section 504 is a part of PL 93-112, the Vocational Rehabilitation Acts Amendments of 1973. It reads as follows.

> No otherwise qualified handicapped individual in the United States shall, solely by reason of his handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance.

Section 504 applies to all handicapped individuals regardless of age. Thus, children from ages 3 to 21, who are the includeds covered in PL-142, are included in Section 504. This results in children being provided an appropriate education and being eligible for services in regular programs.

Least Restrictive Environment:

Following is a summary of the provisions made in P.L. 94-142 regarding Least Restrictive Environment. It is taken from Sections 121a. 550 -121a.556.

A. Each public agency shall insure:

(1). That to the maximum extent appropriate, handicapped children, including children in public or private institutions or other care facilities, are educated with children who are not handicapped, and

(2). That special classes, separate schooling or other removal of handicapped children from the regular educational environment occurs only when the nature or severity of the handicap is such that education in regular classes with the use of supplementary aids cannot be achieved satisfactorily.

B. Each public agency shall insure that a continuum of alternative placements is available to meet the needs of handicapped children for special education and related services.

The continuum must:

(1). Include the alternative placements listed in in the definition of special education, and

(2). Make provision for supplementary services (such as resource room or itinerant instruction) to be provided in conjunction with regular class placement.

C. Each public agency shall insure that each handicapped child's educational placement:

(1). Is determined at least annually,

(2). Is based on his/her individualized education program, and

(3). Is as close as possible to the child's home.

D. Each public agency shall insure that:

(1). The various alternative placements included in B above are available to the extent necessary to implement the individualized program for each handicapped child.

(2). That unless a handicapped child's individualized education program requires some other arrangement, the child is educated in the school which he or she would attend if not handicapped, and

(3). In selecting the least restrictive environment, consideration is given to any potential harmful effect on the child or on the quality of services which he or she needs.

Comment: The overriding rule in this section of the law is that placement decisions must be made on an individual basis. The section also requires each agency to have various alternative placements available in order to insure that each handicapped child receives an education which is appropriate to his or her individual needs.

The analysis of the regulations for Section 504 of the Rehabilitation Act of 1973 includes several points regarding educational placements of handicapped children which are pertinent:

(1). With respect to determining proper placements, the analysis states: "***It should be stressed that, where a handicapped child is so disruptive in a regular classroom that the education of other students is significantly impaired, the needs of the handicapped child cannot be met in that environment. Therefore regular placement would not be appropriate to his or her needs***."

(2). With respect to placing a handicapped child in an alternative setting, the analysis states that among the factors to be considered in placing a child is the need to place the child as close to home as possible. Recipients are required to take this factor into account in making placement decisions. The parent's right to challenge the placement of their child extends not only to placement in special classes or separate schools, but also to placement in a distant school, particularly in a residential program. An equally appropriate education program may exist closer to home; and this issue may be raised by the parent under the due process provisions of this subpart.

E. In providing or arranging for the provision of nonacademic and extracurricular services and activities, each public agency shall insure that each handicapped child participates with non-handicapped children in those services and activities to the maximum extent appropriate to the needs of that child.

Comment. This requirement is based on a portion of Section 504 which states: "Handicapped children must also be provided nonacademic services in as integrated a setting as possible. This requirement is especially important for children whose educational needs necessitate their being solely with other handicapped children during most of each day. To the maximum extent appropriate, children in residential settings are also to be provided opportunities for participation with other children."

F. Each State educational agency shall make arrangements with public and private institutions as are necessary to insure that education in the least restrictive environment is effectively implemented.

Comment. Regardless of other reasons for institutional placement, no child in an institution who is capable of education in a regular public school setting may be denied access to an education in that setting.

G. Each State educational agency shall carry out activities to insure that teachers and administrators in all public agencies:

(1). Are fully informed about their responsibilities for implementing this part of the law, and

(2). Are provided with technical assistance and training necessary to assist them in this effort.

H. The State educational agency shall carry out activities to insure that this section of the law is implemented by each public agency. If there is evidence that a public agency makes placements that are inconsistent with this section of the law, the State education agency shall:

(1). Review the public agency's justification for its actions, and

(2). Assist in planning and implementing any necessary corrective action.

Placing a student in the least restrictive environment is a provision of P.L. 94-142 for educational programming for handicapped individuals. Through this provision, emphasis is placed on needs of the individual learner rather than upon labels or categories. As stated by Dr. Ed Meyer, "a unique feature of P.L. 94-142 (and P.L. 93-380) is the emphasis on the regular class as the preferred instructional base for all children."

The Law states that, to the maximum extent appropriate, handicapped children, including children in public and private facilities, are to be educated with children who are not handicapped and that special classes, separate schooling, or other removal of handicapped children from the regular educational environment should occur only when the nature or severity of the handicap is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

Section 504 has almost the same specifications as the least restrictive statute in P.L. 94-142. However, Section 504 has the added stipulation of "nearest placement to home."

Other terms have often been applied to the least restrictive environment concept. Most common of these is the term mainstreaming. Because the term mainstreaming has gained a negative connotation, it is being replaced and reference is made to educating the handicapped individual in the least restrictive environment or LRE. Basic common components of the least restrictive environment concept include:

(1). handicapped individuals will be educationally served through placement with nonhandicapped peers in the regular class setting "to the maximum extent possible",

(2). providing for the educational needs of individual children rather than categories,

(3). providing alternatives for serving the needs of children,

(4). providing support services to the regular classroom teacher when special assistance is needed, and

(5). providing direct support services to the child so the child can be maintained in the regular classroom setting.

Many educators equate the least restrictive environment concept with a wholesale return of all handicapped children to regular classes, and that is not true. The law does not require all handicapped children be placed in regular classes, but it does require the schools be able to justify placement decisions in which a handicapped child is served outside the regular classroom.

The least restrictive environment concept advocates that a variety of placements be made available to handicapped children. One of the models most requently referred to is the one developed by Evelyn Deno. Deno's Cascade of Special Education Services is a hierarchy of service options which range from the basic segregated model to the most integrated model. Program alternatives range from Level I, which represents meeting students needs through regular class placement, to Level VII, which is noneducation and most restrictive. The goal is to be able to place as many children as can be appropriately served in Level I, i.e., regular class. This model illustrates the need for various service levels in meeting the needs of various handicapped children.

The IEP is the management tool by which the maximum least restrictive environment is met. The least restrictive environment placement must meet the unique needs of each student. Therefore, the most appropriate placement for a handicapped child may be a self-contained special class. For this child his/her needs are being met in the least restrictive environment. The important point to be made is that alternative services and educational planning is available for each handicapped child and that the services are matched to the needs of the child.

The least restrictive environment concept results in children not merely being labeled and placed. For example, a child is not called "learning disabled" and placed into a third grade. Instead, the child is provided an educational program based upon specific and objectively defined needs.

Sections of these notes are from the Federal Register, Vol. 42, No. 163, Tuesday, August 23, 1977 and Vol. 42, No. 86, Wednesday, May 4, 1977.

PURPOSE OF P.L. 94-142

It is the purpose of this Act to assure that all handicapped children have available to them, within the time periods specified, a free appropriate public education which emphasizes special education and related services designed to meet their unique needs.

(Public Law 94-142, 1975, Sec. 3, c)

MAJOR FEATURES OF P.L. 94-142

- Procedural Safeguards
- Least Restrictive Environment
- Individualized Educational Plan

STATEMENT OF SECTION 504

No otherwise qualified handicapped individual in the United States shall, solely by reason of his handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance.

WHAT P.L. 94-142 SAYS ABOUT LRE

Public Law 94-142 states:

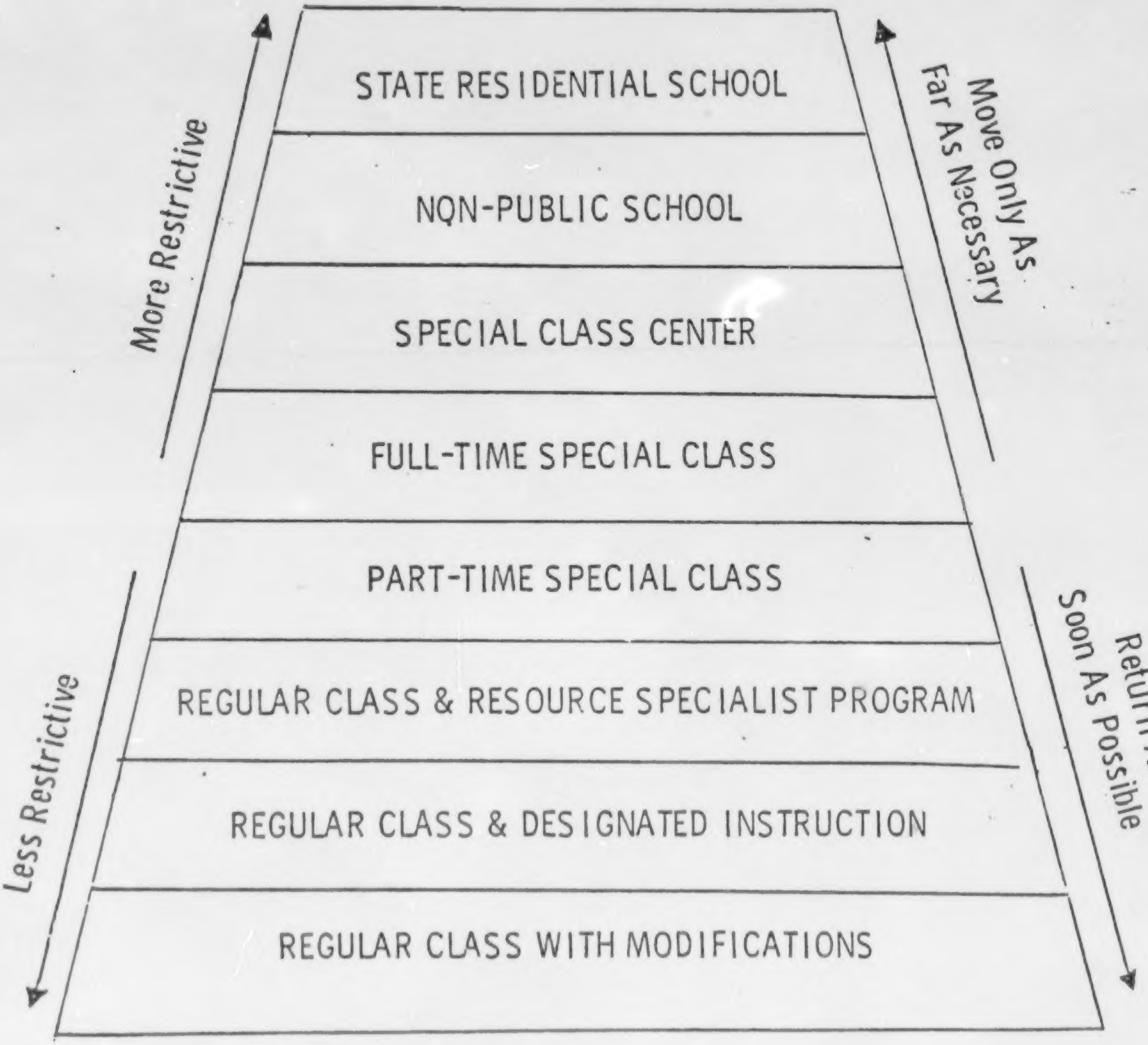
> That to the maximum extent appropriate, handicapped children, including children in public or private institutions or other care facilities, are educated with children who are not handicapped,
>
> and
>
> that special classes, separate schooling or other removal of handicapped children from the regular educational environment occurs only when the nature or severity of the handicap is such that education in regular classes with the use of supplementary aids cannot be achieved satisfactorily.

COMPONENTS OF LRE

- handicapped educated in an environment most like a general education classroom environment as possible
- educating children rather than categories
- providing alternatives in services
- providing support services
- providing direct services

Transparency 2-6

PROGRAM OPTIONS



STATE RESIDENTIAL SCHOOL

NON-PUBLIC SCHOOL

SPECIAL CLASS CENTER

FULL-TIME SPECIAL CLASS

PART-TIME SPECIAL CLASS

REGULAR CLASS & RESOURCE SPECIALIST PROGRAM

REGULAR CLASS & DESIGNATED INSTRUCTION

REGULAR CLASS WITH MODIFICATIONS

More Restrictive
Less Restrictive
Move Only As Far As Necessary
Return As Soon As Possible

Excerpted from: Directions I, A Guidebook for Families, Western Los Angeles Direction Service, A Project of the University of Southern California, sponsored by the Bureau of Education for the Handicapped, Washington, D.C. April, 1978.

LRE is:

1. Educating the handicapped with the non-handicapped to the maximum extent appropriate.

2. Making decisions as to what the best LRE is for a student based on his/her individual reeds.

3. A concept that is managed through the IEP.

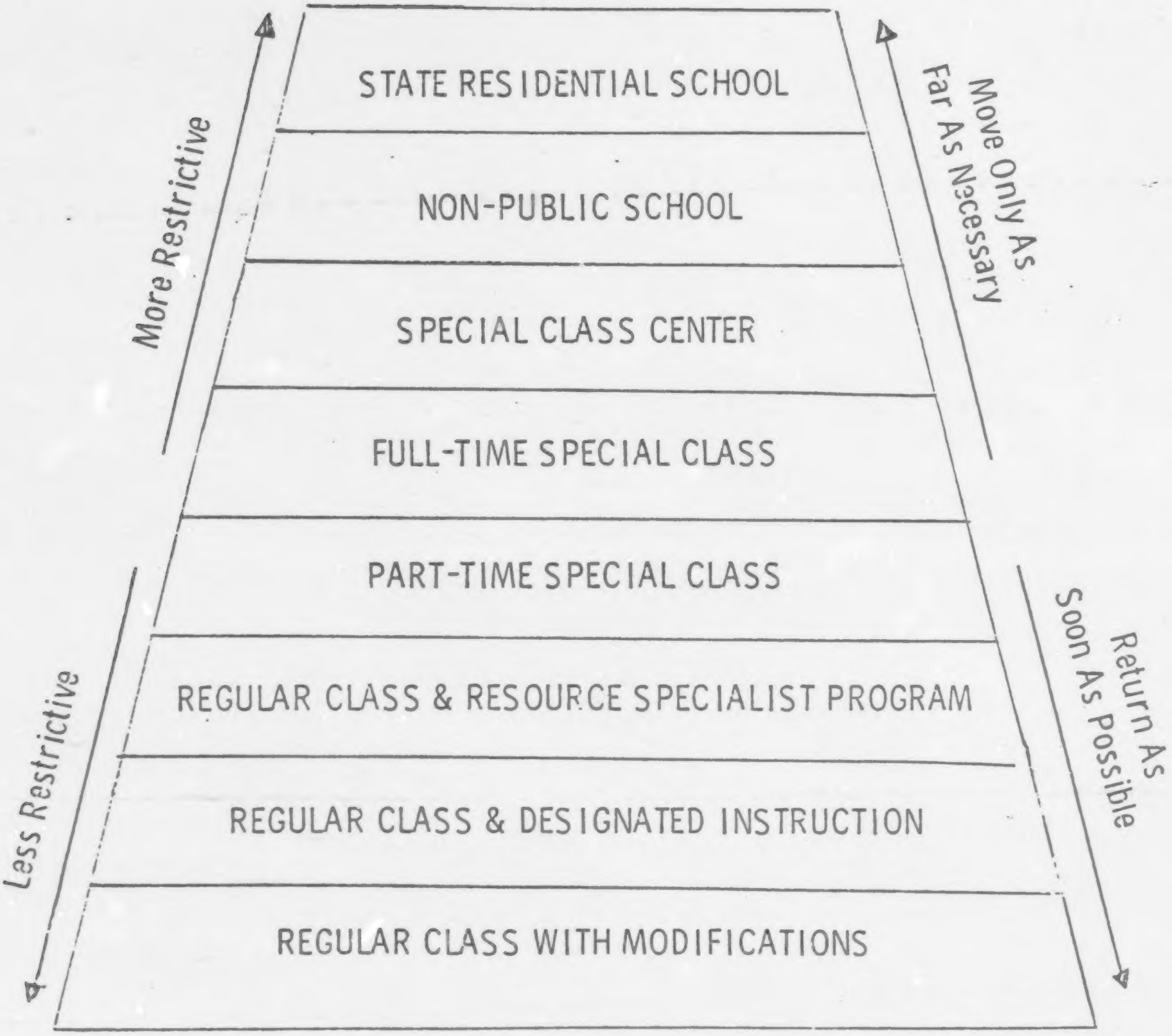
LRE is not:

1. A provision for wholesale mainstreaming.

2. A mandate for educating all students in the regular classroom.

3. Abolishing any particular educational environment, such as an institution.

PROGRAM OPTIONS


STATE RESIDENTIAL SCHOOL
NON-PUBLIC SCHOOL
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FULL-TIME SPECIAL CLASS
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DETERMINING THE LEAST RESTRICTIVE ENVIRONMENT FOR A STUDENT

One of the important guarantees of P.L. 94-142 is that handicapped children are, to the maximum extent appropriate, educated with normal or less-handicapped peers. Only when the nature or severity of the child's handicap is such that s/he cannot be educated in the regular school program-- even with the aid of specialists-- can removal of the child from regular education be justified. This provision of the law is known as the "least restrictive environment."

Educators are currently struggling to arrive at a functional definition of the concept of "least restrictive environment." Regardless of how we define it, the goal is to provide the best learning environment possible for both the exceptional and the normal child, and to assign children to classes and teachers on the basis of educational needs, rather than handicapping condition. Some things which must be considered in making placement decisions are:

1. What are the student's strengths and primary learning needs?
2. What type of educational setting can most effectively help meet the child's needs? Why?
3. Is the child able to be successful in an integrated program (with nonhandicapped students) for most, or part of the day? How much should the student be integrated in the regular school program and for what kinds of activities?
4. If the child requires placement in a special class or center, what opportunities will s/he have for interaction with nonhandicapped, or less-handicapped peers?

5. Does the physical environment of the setting allow for a wide range of movement and activity?
6. Are the expectations of the staff realistic for this child? (Points one to six are adapted from Edgar, 1976)

The term "least restrictive environment" has come to be equated with "mainstreaming" or the "integration of handicapped children in regular classrooms". Keep in mind, however, that the concept of "least restrictive environment" means many things. It means that handicapped children have the right of access to appropriate public education programs, unimpeded by architectural, physical, financial, or attitudinal barriers. They have a right to a place in their community, along with all other children. Parents have a right to participate in the discussion and decision concerning their child's placement, to examine the alternatives, and to give their consent. Let's return for a minute to the point about "mainstreaming". Some parents view this trend with joy-- that their child will no longer be segregated; others view it with alarm-- that their child will be underserved or even harmed. Some parents of nonhandicapped children, as well as some regular and special educators, also have mixed emotions on this subject. Here are some things you should know about mainstreaming:

1. It is an approach that has already been used successfully with mildly-handicapped students in some school districts;
2. Mainstreaming does not mean that special classes and centers will be abolished; these placements will still be provided for students who need them, but more thought will be given to how these settings can be made less restrictive;

3. Mainstreaming also means not removing students from the regular program unless it is absolutely necessary;
4. The application of the mainstreaming concept to more severely handicapped students is relatively new;
5. Students can be "mainstreamed" for a major part of the school day, or only for certain activities such as P.E., music, lunch--depending on the student's skills and learning needs;
6. Integrated school settings allow the exceptional child to be a part of the real world; to learn to accept limitations; to observe and model appropriate behavior; to become more socially accepted by other children and adults;
7. Mainstreaming is most successful when the child, the parents, the teacher, and the class are prepared in advance.

Remember, all placement recommendations for your child are made on the basis of assessment information, and your child's participation in special education programs occurs only when you have given written consent.

Excerpted from: Directions I, A Guidebook for Families, Western Los Angeles Direction Service, A Project of the University of Southern California, sponsored by the Bureau of Education for the Handicapped, Washington, D.C. April, 1978.

QUESTIONS TO ASK WHEN DETERMINING THE MOST APPROPRIATE LEAST RESTRICTIVE ENVIRONMENT FOR A STUDENT

How well does your placement decision balance? The following are a few questions you may want to ask before deciding where to place a student.

GENERAL QUESTIONS

1. Does the student's (a) behavior, (b) academic need, (c) physical status preclude grouping with non-handicapped individuals?
2. What kind of classroom structure does the student respond to best?
3. What kind of physical support system does the student need?
4. Are the room and building accessible to the student?
5. If the student cannot be grouped with non-handicapped peers now, what is being planned to insure that this will be possible in the future?
6. What previous attempts have been made to place this student in a least restrictive environment? What information did you gain from that experience that will aid you in planning for the student's next placement?

SPECIFIC QUESTIONS

1. Does the student possess the communication skills (verbal and non-verbal) to participate in the educational program under consideration?
2. Is the student's emotional development comparable to others in the class?
3. Is the student's social development comparable to others in the class?
4. Is the student academically compatible with others in the class in some subject?
5. Is the student motivated and interested in participating in the receiving classroom?
6. Is the student's age and physical size compatible with others in the class?
7. How large is the receiving class?

8. How does the potential receiving teacher feel about working with a student with this kind of handicap?

9. What are the receiving teacher's skills in working with the handicapped?

10. Does the receiving teacher use a teaching style that is compatible with the student's learning style?

POSSIBLE AGENDA FOR AN IEP/PLACEMENT MEETING

1. Introduction of committee members - (chairperson)
2. Explanation of purpose of meeting - (chairperson)
3. Accuracy check of information - name, address, birthdate, etc. - (chairperson)
4. Summary of student's history - (student, parent(s) and/or referring person)
    - a. Why the student was referred.
    - b. School services student is now receiving.
    - c. Special health problems.
    - d. Other agencies student has been referred to.
5. If appropriate, summary of student's developmental history - (parent(s) and/or appropriate committee member)
6. Summary of evaluation results (psychologists, classroom teachers, special educators and/or others)
    - a. What the test results indicate the student can and can't do.
7. Development of the IEP - (total committee)
    - a. Current levels of educational performance
    - b. Goals of:
        - 1) student
        - 2) parent
        - 3) others
    - c. Objectives and evaluation procedures
    - d. Extent of participation in regular programs
    - e. Dates of initiation and duration of service to be provided (indicate the anticipated length of time in proposed program)
    - f. Related services needed
    - g. Assignment of who is responsible to implement and monitor certain parts of the plan.
8. Recommended placement
9. Assignment of case manager - (chairperson)

10. Signing of IEP and placement forms and other forms, if necessary - (committee)
11. Adjournment - (chairperson)

Adapted from Considerations Involving The Multidisciplinary Team, Dr. Tim Crowner, Kalamazoo Public Schools, Kalamazoo, Michigan, 1979.

ACTIVITY 2-2: CHECK YOURSELF

I. Objective: To provide participants with an opportunity to check their knowledge of P.L. 94-142.

II. Group Size: Individual activity or pairs.

III. Time Required: Fifteen minutes.

IV. Physical Setting: Tables and chairs.

V. Materials:

Facilitator	Participant
	Handout 2-2

VI. Procedures:

A. Before the Activity:

1. Review Handout 2-2 and familiarize yourself with the questions and responses.
2. Duplicate the handout.
3. Be sure participants have had Activity 2-1 or have the level of background knowledge of P.L. 94-142 to complete this activity.

B. Implementing the Activity:

1. State that participants will have an opportunity to check their knowledge of P.L. 94-142 through the use of a self-checking questionnaire.
2. Distribute Handout 2-2 and direct participants to complete it alone or with a partner. Also, tell them to check their own answers when they finish.
3. Conclude by encouraging questions from the participants. Explain each item if necessary.

From: *Benefits For All: Resources for Develping the Parent-Educator Relationship*. Des Moines: Midwest Regional Resource Center, Drake University, 1979.

CHECK YOURSEFL

_____1. PL 94-142 provides for education of handicapped children:

a. in regular classes, for the most part
b. in special classes or resource rooms
c. in a variety of settings, to the extent appropriate for each individual child
d. in private schools, at parents' expense

_____2. Section 504 and PL 94-142:

a. are part of the same legislation
b. are both considered "bills of rights" for the handicapped
c. do not affect anyone except handicapped persons
d. none of the above

_____3. The IEP is:

a. the means through which the goal of PL 94-142 is to be met
b. a statement of the handicapped child's program developed by the school
c. an evaluation
d. a law about education of the handicapped

_____4. Some of the major features of PL 94-142 are:

a. free appropriate public education
b. individualized education programming (IEP)
c. least restrictive environment
d. all of the above

_____5. LRE is:

a. educating the handicapped with the non-handicapped to the maximum extent appropriate
b. a provision for wholesale mainstreaming
c. a mandate for educating all students in the regular classroom
d. abolishing institutions and state facilities

_____6. Some classroom teachers worry about the effects of this legislation because:

a. there is so little time to do already existing tasks
b. training will be necessary to do a competent job
c. some handicapped children will not work at the same rate as other children
d. many changes in roles, responsibilities, and attitudes will be required to insure success
e. all of the above

TRUE - FALSE

_____7. P.L. 94-142 regulations state that teachers will be held accountable for good faith efforts to assist the child reach his/her objectives.

_____8. All academic areas must be covered by the IEP, according to P.L. 94-142.

_____9. P.L. 94-142 requires school districts to provide professional and support personnel with inservice training in special education.

_____10. Every handicapped child must be educated with a nonhandicapped child.

ANSWERS: c, b, a, d, a, e, T, F, T, F

Adapted from: ACTIONS: Assisting Classroom Teachers with Information and Opportunities for New Skills, by Mary Mall and Roger Perkins, California Regional Resource Center, Los Angeles, California, 1979.

SECTION 3

UNDERSTANDING EXCEPTIONAL CHILDREN

Goal: To become aware of the characteristics of the major handicapping conditions.

Contents: Page

Activity 3-1: Who Are The Handicapped? 86

Activity 3-2: Mental Disabilities 111

Activity 3-3: Learning Disabilities 124

Activity 3-4: Emotional Disabilities/Behavior Disorders . . 136

NOTE TO THE INSTRUCTOR

Section Three contains one presentation which provides an overview of the major handicapping conditions and three activities which discuss the handicapping conditions most often encountered by the classroom teacher. More detailed information on instructional strategies to use when teaching these students can be found in Section 5.

ACTIVITY	OBJECTIVE	TIME	GROUP SIZE
Activity 3-1	a. To provide information about characteristics of handicapping conditions.	Thirty to forty-five minutes	Large group
	b. To provide information about implications for instruction.		
Activity 3-2	a. To demonstrate an understanding of the behavioral characteristics of mildly mentally disabled students.	Thirty to forty-five minutes	Individual and large group
	b. To identify and discuss classroom situations or assignments which hinder learning as well as how to adapt curriculum for use with the mildly mentally disabled.		
Activity 3-3	a. To examine the definition of learning disabilities.	Thirty minutes	Individual and large group
	b. To identify the characteristics of learning disabled students and learn to adapt classrooms to the needs of these students.		
Activity 3-4	a. To identify and discuss curriculum adaptations for use with behavior disordered/ emotionally disabled students.	Thirty to sixty minutes	Individual and large group
	b. To identify and discuss specific behavioral techniques for changing the classroom behaviorally disordered/emotionally disabled students.		

ACTIVITY 3-1: WHO ARE THE HANDICAPPED?

I. Objectives: To provide information about characteristics of handicapping conditions.

To provide information about implications for instruction.

II. Group Size: Large group.

III. Time Required: Thirty to forty-five minutes.

IV. Physical Setting: Classroom style.

V. Materials:

Facilitator	Participant
Lecture notes	Handouts 3-1 through 3-5
Overhead projector	Pen or pencil
Screen	
Blank transparencies	

VI. Procedures:

A. Before the Activity:

1. Develop a presentation from the lecture outline "Who Are the Handicapped?"

    a. Include Iowa definitions of handicapping condition as well as the federal definitions. Point out the difference in terminology between the two.

B. During the Activity:

1. Record information about each handicapping condition on a blank transparency. You may wish to use an outline such as the following:

Learning Disabled

Intellectual:

Academic:

Behavioral:

Physical:

From: Benefits For All: Resources for Developing the Parent-Educator Relationship. Des Moines: Midwest Regional Resource Center, Drake University, 1979.

Adapted from: Ford, K. & Stjernberg, L., Meeting the Least Restrictive Environment Challenge: Preliminary Considerations for Educators. Des Moines: Midwest Regional Resource Center, Drake University, 1979.

LECTURE OUTLINE: Who Are The Handicapped?

I. Provide an introduction defining "handicapped."

A. Until the beginning of the Twentieth Century, little attempt was made to accommodate children with special needs. Recently, programs have been developed to provide the appropriate teaching methods, materials, and classrooms to help handicapped children develop their fullest potential in a setting that is most like the "regular" classroom.

B. Who are these "handicapped" children?

1. First, handicapped children are very similar to other children. They differ because they require services, instructional materials, teaching methods or facilities which are unique because of their special needs.
2. Being handicapped does not imply a physical handicap.
    a. When asked the question, "Who are the handicapped?" one group answered, "Children in wheelchairs."
    b. Handicapped is an all-inclusive term which may refer to children who are mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, orthopedically impaired, or other health-impaired,

deaf-blind, multi-handicapped, or have specific learning disabilities and who, because of these impairments, need special education and related services.

3. A child may be handicapped in one or several of these areas. The severity of the child's disability, as well as the number of disabilities, will dictate the amount of time a child will require special help and to what extent materials and curriculum will need to be modified.
4. The Federal Rules and Regulations of Public Law 94-142 contain the specific definition for each disability. Each State Law for the Handicapped also contains definitions pertinent to the state.
(DISTRIBUTE HAND-OUTS OF EITHER OR BOTH THE FEDERAL RULES AND REGULATIONS SECTION 121.a.5 AND THE STATE LAW, IF REQUESTED. SEE HANDOUT 3-1.)

II. Briefly describe each handicapping condition.
(STATE THAT ALL THE CHARACTERISTICS DESCRIBING EACH CONDITION WILL NOT BE FOUND IN EVERY CHILD THOUGHT TO HAVE THAT HANDICAP.) (ALSO STATE THAT YOU ARE ABOUT TO LIST SOME CHARACTERISTICS OF EACH CONDITION: THEY WILL BE DIVIDED INTO THE AREAS OF INTELLECTUAL, ACADEMIC, BEHAVORIAL, AND PHYSICAL PERFORMANCE.) (RECORD INFORMATION ON A BLANK TRANSPARENCY).

A. Mental Disabilities

1. Intellectual

   a. Below average intellectual ability; on both verbal and non-verbal intelligence tests the child performs poorly.

   b. On adaptive behavior scales which determine how well a student gets along in "everyday" life, the child also performs poorly. These scales measure the child's ability to carry out responsibilities in daily living such as going to the grocery store, making change, playing with other children in the neighborhood without getting lost, etc.

   c. A child who is labelled mentally disabled should be able to learn a lot of things the "normal" child does; it will usually take longer and more practice is involved in learning a particular skill.

2. Academic

   a. The child performs below average in reading, math, spelling, and other subject areas.

   b. The child does not learn just from one experience.

      1) A great deal of drill and repetition is necessary for the student to learn.

         Example: A child, labelled mentally disabled, is trying to learn multiplication facts. He/she may eventually know the facts, but it will be after repeated practice with flashcards, tapes, time tests, games, etc.

c. The child has more difficulty with activities which require reading and listening, following complicated directions, and problem-solving.

    1) An example is that it's very helpful for the mentally disabled child to have real objects when learning new words. These the child can easily identify with. Also, simple directions involving few steps are easier and the child is more likely to carry them out.

d. The child needs more review than other students.

    1) The mentally disabled child has a tendency to perform better if someone, like a teacher, monitors the student's work. Rather than waiting until an assignment is completed, the teacher will check periodically while the child is working and will be sure the child is completing the assignment correctly.

e. The child needs to work in a classroom which is free from distractions and interruptions.

    1) The child will work best in an area where he/she won't be distracted by others talking loudly or where there is a great deal of activity which can interest him/her visually. The child will concentrate best in a room where there are fewer posters, bulletin boards, materials, and other children moving about.

f. Because of the difficulty in these areas, a child who is mentally handicapped has trouble with school work and dealing with day-to-day situations.

   1) There are certain jobs, daily tasks, and social situations which the child can handle well. A child might function below average in school, but still hold a job and be self-supporting.

   2) An example would be a child may have below average skills in reading, but may be able to work at a car wash, grocery store, etc.

g. Let's do an activity that may help us understand what it is like to be mentally disabled.

   (DISTRIBUTE HANDOUT 3-2.)

   1) Take five minutes to complete the worksheet. Do not talk!

   (AFTER FIVE MINUTES, GIVE THE FOLLOWING DIRECTIONS.)

   2) To help you complete the worksheet, do the following:

      a) Write a familiar word or phrase by the number under each picture which should describe the picture. Number 1 is "sandbox."

      b) Many of the words or phrases contain prepositions, such as "over", "under", "up", and "down".

      c) Finish the worksheet in the next five minutes then come up to the front and get an answer sheet to check your answers.

   (AFTER EVERYONE HAS CHECKED THEIR ANSWERS, TAKE FIVE MINUTES TO DISCUSS:

a) HOW IT FELT TO BE HANDED A WORKSHEET WITHOUT ANY DIRECTIONS.

b) HOW IT FELT TO TRY TO COMPLETE A WORKSHEET IN A SPECIFIED TIME AND TO BE TOLD NOT TO TALK.

c) HOW IT FELT TO COMPLETE THE WORKSHEET AFTER STEP 2 WAS READ.

d) HOW IT FELT CHECKING YOUR ANSWERS.)

3. Behavioral

a. The mentally disabled child has problems in understanding how to respond in certain social situations which may result in the child demonstrating inappropriate behaviors.

1) A child might be taught five questions to ask a person when starting a conversation, but the child may not realize that he/she doesn't continue to ask these five questions again and again of the same person. The child needs to be taught this behavior.

2) Think of what it would be like to be in a strange country where you aren't familiar with the customs.

a) You could easily make the same mistake in a Middle Eastern country by complimenting a woman on her attractive hair which would be highly improper and offensive because of the culture.

b) In other words, a mentally disabled child has difficulty knowing what to do in social situations unless he/she is taught how to act.

b. The mentally handicapped child may have a poor self-concept.

1) This results from the child's inability to do things which he sees "normal" children doing and from making mistakes and feeling inadequate in social situations.

c. The mentally disabled child has difficulty in adapting to new experiences and solving problems.

d. Often these children have a short attention span; they are not able to concentrate on any task for long periods of time.

4. Physical

a. Physical development often proceeds at a slower rate; therefore, physical development may continue for a longer period of time.

B. Behavior Disordered/Emotional Disabilities

1. Intellectual

a. Intellectual ability is not a characteristic which is a strong indicator that a problem exists.

1) Emotionally disabled children may vary in intellectual ability from low to high.

2. Academic

a. The emotionally disabled/behavior disordered child is one who is not performing at his ability level.

1) This child is one whom the teacher describes as, "He/she has the ability to do the work, but he/she is so preoccupied with other things that he/she is not completing."

   b. This child has a short attention span; consequently, he/she has difficulty listening to the teacher's directions or instructions.

  3. Behavioral

   a. Moods range from being very depressed or withdrawn to being very excited, happy, and cooperative.

   b. This child may often complain of feeling uneasy or anxious for no particular reason.

   c. The child has problems getting along with friends and teachers and/or adults. The child may frequently be in "trouble" at school for fighting on the playground, or at home because he/she cannot play quietly with other children.

   d. Sometimes the emotionally disabled child is impulsive and overactive. One can see no reason why suddenly the child turns a somersault in the classroom!

  4. Physical

   a. The child may complain of pain or discomfort which has no physical basis.

   b. The child may exhibit repeated behaviors, such as nail biting, rocking, scratching, poking, scribbling.

C. Visually-Impaired

  1. Intellectual

   a. When an intelligence test that is designed for the visually handicapped is used, it will show approximately the same results as that of a sighted person.

2. Academic

   a. The visually handicapped function relatively normally or may function about one year below grade-age level.

      1) Few changes need to be made in the school curriculum, but special materials may need to be obtained or developed. An example would be where a teacher requests that reading books be replaced with those that have larger, darker print or those in Braille.

3. Behavioral

   a. The visually impaired child may exhibit a poor self-concept.

4. Physical

   a. Because of the visual impairment, the child may have difficulty with running and athletics in general. But, because of the handicap, a child should not be excluded from physical education.

D. Communication Disabilities

1. Intellectual

   a. The range of intellectual functioning is the same as a non-handicapped child.

      1) This child may use "baby talk" or not be able

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to make some sounds.

   2) This child may not be able to form plurals or past tenses of words.
   3) The child may have a more limited vocabulary.

2. Academic
   a. The speech impairments affects the child's ability to participate in class discussions, respond to oral questions or give oral book reports.
   b. The child may perform below average in reading and language arts because oral language fluency is so related to reading and writing.
3. Behavioral
   a. Often this child has difficulty understanding what is said to him/her.
4. Physical
   a. In appearance there is no difference unless the child has a deformity, such as a cleft palate.
   b. The child's physical abilities may be a strength speech/language does not affect their performance.

(AGAIN REMIND THE PARTICIPANTS THAT THESE CHARACTERISTICS ARE JUST SEVERAL WHICH MAY DESCRIBE A CONDITION. ALSO, NOT ALL CHILDREN WILL DEMONSTRATE ALL CHARACTERISTICS.)

E. Deaf and Hearing Impaired

1. Intellectual
    - a. If an intelligence test designed for the hearing impaired is given, the range will be the same as that of a "normal" child.
2. Academic
    - a. How well the child performs academically depends on:
        - 1) Age at which the hearing impairment occurred.
        - 2) Degree of loss.
        - 3) Nature of loss.
            - a) Is it in the range of the "normal" speaking voice or only at the upper and lower ranges?
    - b. Problems may occur in reading, spelling, and other oral language related areas.
    - c. The child learns best when instruction is presented visually and concrete or "real" materials are used.
3. Behavioral
    - a. Frequently a hearing impaired child will respond to questions by either smiling, nodding, or saying "yes", even in situations where the child lacks understanding of what is being said.

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  - b. Errors in speaking may occur where the child drops the "s" from the endings of words, i.e. the child may say "the boy hat" for the boy's hat."
  - c. Often the child speaks too loudly.
  - d. The child with a hearing impairment may appear to not be listening or understanding the teacher's directions.
    - 1) In this situation, the teacher may need to remind the child to look at the teacher when oral instructions are given.
  - e. Often this child may be annoyed by the inconvenience of a hearing aide. Sometimes, it may be set for sounds at the noise level of recess when children are louder and noisier. Then the child will need to adjust the setting for the classroom where it is quieter.
- 4. Physical
  - a. The child may have a history of frequent earaches, ear discharge, or clogged nasal passages, resulting in mouth breathing.

F. Learning Disabilities

- 1. Intellectual
  - a. There is a difference in the child's ability and how he/she performs in the classroom.

1) The intelligence is normal or above normal, but the child performs two or three years below grade level. An example would be a child with average ability and in the fifth grade, but he/she reads on the second grade level.

2) The problem is caused by a disturbance in some basic thinking process.

   a) The problem is not caused by mental retardation, blindness, environmental deprivation, etc. The child's hearing and vision may be normal, but the child is perceiving things differently. The child may easily mistake "b" for "d", and read the word "won" as "now".

3) Here is an example that illustrates the problems a learning-disabled student may have.

   (DISTRIBUTE HANDOUT 3-4 TO EACH PARTICIPANT.)

   a) Take ten minutes to complete the worksheet. Do not talk in your group. Complete the worksheet independently.

   (AFTER 10 MINUTES, DISTRIBUTE HANDOUT 3-5.)

   b) Take a minute to check your answers.

   c) How did it feel when you tried to read the worksheet?

   d) How did it feel when you saw others complete the worksheet before you did?

2. Academic

   a. The child with a learning disability does not perform "up to" his/her ability in all academic areas.

   b. These children often show a pattern of strengths and weaknesses.

    1) They may do well in some academic subjects but not in others. Frequently, a child may be performing on grade level in math, but encounters great difficulty in handwriting, reading, and spelling.

    2) This child is quite different from a mentally handicapped student whose performance is below average in all subjects.

c. Another characteristic is that one day the child may recognize a word, know the multiplication facts for 3's, and the next day, he/she doesn't. Performance is inconsistent.

d. The child with a learning disability has difficulty understanding and following directions.

    1) This will certainly affect their ability to complete classroom assignments.

e. This child also has difficulty with time concepts.

    1) We are accustomed to a particular routine and can easily estimate the time of day and will know the day of the week. These concepts may be very confusing for a child with a learning disability.

f. This child needs to concentrate on learning the basic skills or needs to learn how to compensate for the lack of these skills.

3. Behavioral
   a. Hyperactivity
      1) At the elementary level, the child may be in constant motion, moving in and out of the chair, kicking legs and feet, walking to and from the pencil sharpener, moving from one activity to another.
      2) As the child grows older, this hyperactivity seems to decrease. The movement may change to more subtle things, such as finger tapping, object tapping, blinking, etc.
   b. The child with a learning disability usually has a short attention span; he/she is unable to concentrate on anything very long.
      1) Therefore, it is difficult for the child to cope with long class periods and lectures.
      2) He/she will be easily distracted by noise.
         a) It is hard to concentrate on homework in study halls or at home.
   c. This child has trouble with unsupervised and unstructured time.
      1) It is very helpful for a teacher to do the same things consistently with the child; to list the tasks to be completed and to check with the child frequently to be certain he/she is on target is reassuring to this child.
   d. The child with a learning disability may be easily upset, nervous and may rapidly change from one mood to another.

        - e. Organization is a real problem. Desks may be messy; setting up a paper is a real feat; keeping a notebook neat is a chore. Just getting ready for school may be a major accomplishment!
        - f. The child may have negative or poor feelings about himself and may not feel motivated to complete work.
    - 4. Physical
        - a. General coordination for a learning disabled child may be poor.
            - 1) An awkwardness is evident in skipping, climbing or running.
            - 2) Fine motor skills, such as writing, typing, mechanical drawing, shop, etc, are affected.

III. Provide conclusion.

- A. A number of handicapping conditions have been described.
    - 1. Actually a handicap is the result of a disability a child may have.
    - 2. A child may have a disability but whether or not he grows up to be handicapped depends on how the child's family, neighbors, and teachers regard him and treat him.
    - 3. We need to remember that no matter what disability(ies) the child might have, he/she must be taught and encouraged to become as self-sufficient and independent as possible.

Handout 3-1

Sec. 121a.5 Handicapped Children

(a) As used in this part, the term "handicapped children" means those children evaluated in accordance with SS 121a.530-121a.534 as being mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, orthopedically impaired, other health impaired, deaf-blind, multi-handicapped, or as having specific learning disabilities, who because of those impairments need special education and related services.

(b) The terms used in this definition are defined as follows:

(1) "Deaf" means a hearing impairment which is so severe that the child is impaired in processing linguistic information through hearing with or without amplification, which adversely affects educational performance.

(2) "Deaf-blind" means concomitant hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational problems that they cannot be accommodated in special education programs solely for deaf or blind children.

(3) "Hard of hearing" means a hearing impairment, whether permanent or fluctuating, which adversely affects a child's educational performance but which is not included under the definition of "deaf" in this section.

(4) "Mentally retarded" means significantly sub-average general intellectual functioning existing concurrently which deficits in adaptive behavior and manifested during the developmental period, which adversely affects a child's educational performance.

(5) "Multihandicapped" means concomitant impairments (such as mentally retarded-blind, mentally retarded-orthopedically impaired, etc.), the combination of which causes such severe educational problems that they cannot be accommodated in special education programs solely for one of the impairments. The term does not include deaf-blind children.

(6) "Orthopedically impaired" means a severe orthopedic impairment which adversely affects a child's educational performance. The term includes impairments caused by congenital anomaly (e.g., clubfoot, absence of some member, etc.), and impairments from other causes (e.g., cerebral palsy, amputation, and fractures or burns which cause contractures).

(7) "Other health impaired" means limited strength, vitality or alertness, due to chronic or acute health problems such as a heart condition, tuberculosis, rheumatic fever, asthma,

sickle cell anemia, epilepsy, lead poisoning, leukemia, or diabetes, which adversely affects a child's educational performance.

(8) "Seriously emotionally disturbed" is defined as follows:

(i) The term means a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree, which adversely affects educational performance:

(A) An inability to learn which cannot be explained by intellectual, sensory, or health factors;

(B) An inability to build or maintain satisfactory interpersonal relationships with peers and teachers;

(C) Inappropriate types of behavior or feelings under normal circumstances;

(D) A general pervasive mood of unhappiness or depression;

(E) A tendency to develop physical symptoms or fears associated with personal or school problems.

(ii) The term includes children who are schizophrenic or autistic. The term does not include children who are socially maladjusted, unless it is determined that they are seriously emotionally disturbed.

(9) "Specific learning disability" means a disorder in one or more of the basis psychological processes involved in understanding or in using language, spoken or written, which may manifest itself in an imperfect ability to listen, think, speak, read, write, spell or to do mathematical calculations. The term includes such conditions as perceptual handicaps, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. The term does not include children who have learning problems which are primarily the result of visual, hearing, or motor handicaps, or mental retardation, or of environmental, cultural, or economic disadvantage.

(10) "Speech impaired" means a communication disorder, such as stuttering, impaired articulation, a language impairment, or a voice impairment, which adversely affects a child's

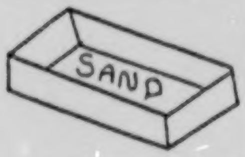
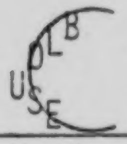
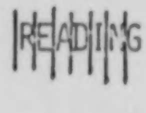
educational performance.

(11) "Visually handicapped" means a visual impairment which, even with correction, adversely affects a child's educational performance. The term includes both partially seeing and blind children. (20 U.S.C. 140 (1). (15).

From the Federal Register, Vol. 42, No. 163, Tuesday, August 23, 1977.

Special Considerations: Mental Retardation

WORD SALAD ACTIVITY

	LEV EL	MIND MATTER	T O W N
1.	2.	3.	4.
i i i 0 0 0	STAND I	CHAIR	WEAR LONG
5.	6.	7.	8.
ECNALG	GROUND FEET FEET FEET FEET FEET FEET		DEATH LIFE
9.	10.	11.	12.
DICE DICE	KNEE LIGHT	HE'S/HIMSELF	C 0
13.	14.	15.	16.
YOU J U S T ME	R ROAD A D	PROFILE	H C U O T
17.	18.	19.	20.
GI'S C C C C		MAN BOARD	CYCLE CYCLE CYCLE
21.	22.	23.	24.

From: Regan, M., Denton, P. & Clark, P. "Special Considerations: Mental Retardation" Working with Special Needs Students in Vocational Education Classes. Des Moines: Midwest Regional Resource Center, 1979.

Handout 3-3

Special Considerations: Mental Retardation

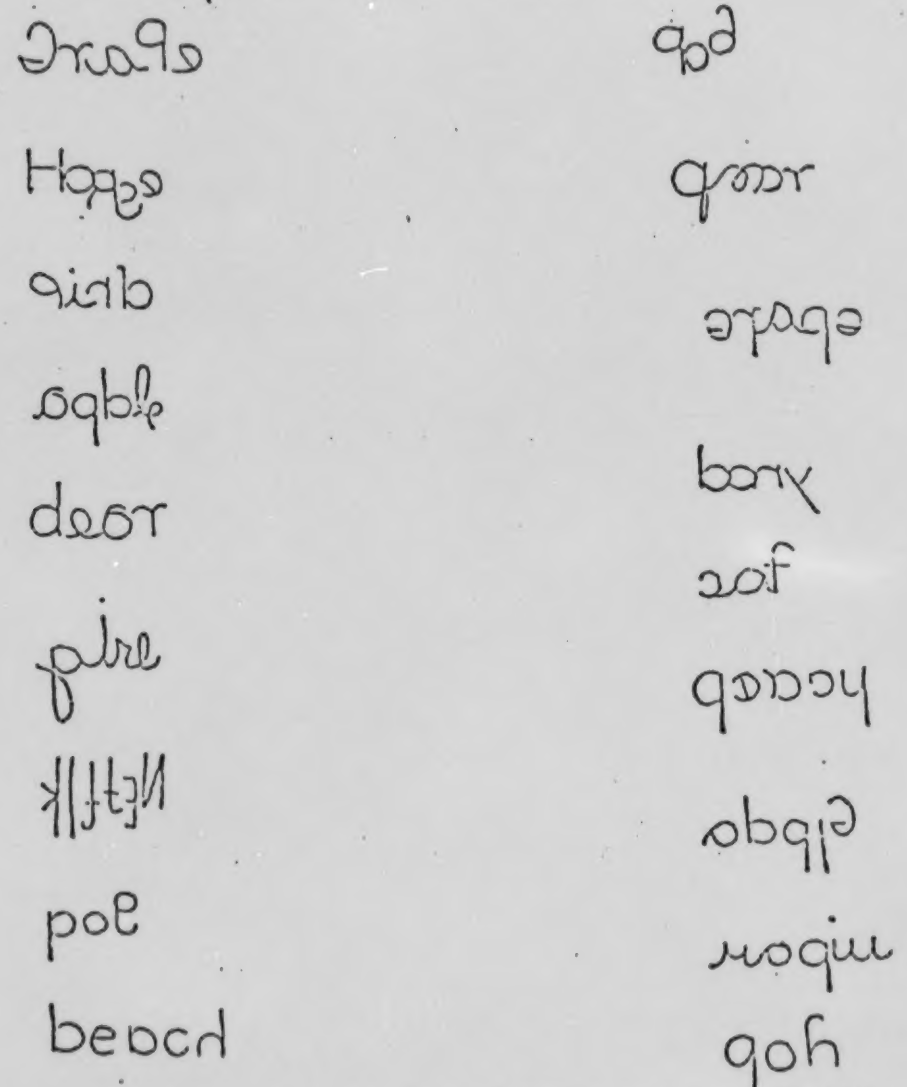
ANSWER SHEET FOR WORD SALAD ACTIVITY

SANDBOX	SPLIT LEVEL	MIND OVER MATTER	DOWNTOWN
CIRCLES UNDER EYES	I UNDERSTAND	HIGHCHAIR	LONG UNDERWEAR
BACKWARD GLANCE	SIX FEET UNDER GROUND	SEE THROUGH BLOUSE	LIFE AFTER DEATH
PARADISE	NEON LIGHT	HE'S BESIDE HIMSELF	OHIO
JUST BETWEEN YOU AND ME	CROSSROAD	LOW PROFILE	TOUCH UP
G. I.'S OVERSEAS	READING BETWEEN THE LINES	MAN OVERBOARD	TRICYCLE

From: Regan, M., Denton, P. & Clark, P. "Special Considerations: Mental Retardation" Working with Special Needs Students in Vocational Education Classes. Des Moines: Midwest Regional Resource Center, 1979.

Reading Activity

Drow o liuə 7rom tyə tnnif iu fdə lətf
ɔolnwu fo 7yə wɒtɔyiuə 7ruit in tdr
uibyf ɔolnmu. Lyən buɒm o linə
tuow 7de def iu tye lətf ɔolnwu fo
tde wɒtɔdiug qef iu fdə tdpirnmuloɔ.
It hontnod likə tunif, pouf hctam
eht tuuit. It uoy bonf əkil qəfz, pout
watch fde pefs. tl yon pouf like dofy,
yɔtɒw 7yəw dofh ouhmap.

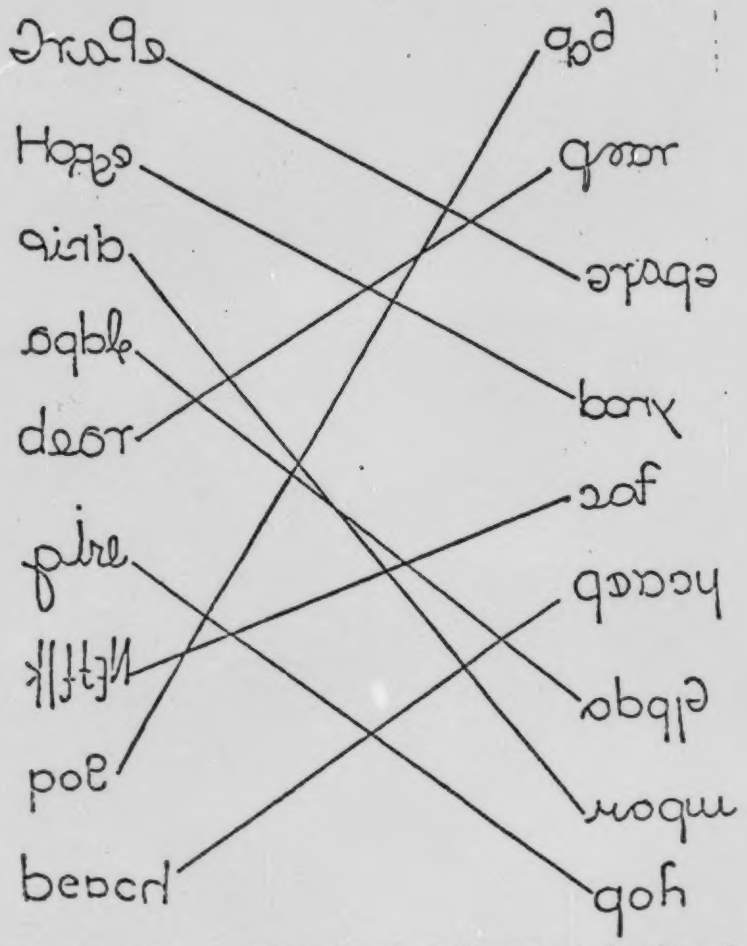


From: Regan, M., Denton, P. & Clark, P. "Simulation Reading Problems Module" Vocational Education Inservice Training Project, University of Kansas, Lawrence, Kansas, 1979.

Answer Sheet for Reading Activity

Draw a line from the fruit in the left column to the matching fruit in the right column. Then draw a line from the pet in the left column to the matching pet in the right column.

If you don't like fruit, don't match the fruit. If you don't like pets don't match the pets. If you don't like both, match them anyway.



(grape)	(dog)
(horse)	(pear)
(bird)	(grape)
(apple)	(pony)
(pear)	(cat)
(girl)	(peach)
(kitten)	(apple)
(dog)	(robin)
(peach)	(boy)

From: Regan, M., Denton, P. & Clark, P. "Simulating Reading Problems Module" Vocational Education Inservice Training Project, University of Kansas, Lawrence, Kansas, 1979.

ACTIVITY 3-2: MENTAL DISABILITIES

I. Objectives: To demonstrate an understanding of the behavioral characteristics of mildly mentally disabled students.

To identify and discuss classroom situations or assignments which hinder learning as well as how to adapt curriculum for use with the mildly mentally disabled.

II. Group Size: Individual and large group.

III. Time Required: Thirty to forty-five minutes.

IV. Physical Setting: Classroom style.

V. Materials:

Facilitator	Participant
Lecture notes	Handout 3-6

VI. Procedures:

A. Before the Activity:

1. Read the lecture notes and modify them to fit the needs of your group.

2. Duplicate handouts.

SPECIAL CONSIDERATIONS: MENTAL DISABILITIES

OVERVIEW

One of the main problems encountered in teaching is a lack of understanding of students and how they learn. In order to maximize learning, instructors need to identify and deal with these problems. For the mentally disabled students in their classes, instructors need to know specific curriculum adaptations and techniques in order to ensure learning success.

The activities in this session are intended: 1) to provide information about the mentally disabled student, 2) to identify classroom situations or assignments which might hinder learning, and 3) to provide suggestions for curriculum adaptations which will maximize learning for the mildly mentally disabled student.

The session is divided into two parts as follows:

Part I: Participants explore the behavioral characteristics of mildly mentally disabled students.

Part II: Participants identify and discuss classroom situations or assignments which hinder learning as well as adaptations of their curriculum for use with the mildly mentally disabled student.

INTRODUCTION

Paraphrase:	One of the priorities for assisting the mildly mentally disabled student is identification.
Definition of mentally disabled.	
A combination of two characteristics manifested before the age of 18 years:	The mentally disabled student is defined as one who exhibits the following characteristics before the age of 18 years:

Adapted from: Regan, M., Denton, P., & Clark, P., "Special Considerations: Mental Retardation," Working with Special Needs Students in Vocational Education Classes. Des Moines: Midwest Regional Resource Center, Drake University, 1979.

1. I.Q. 75 or below.	1. I.Q. 75 or below. (This varies according to the state.)
2. Poor adaptive behavior.	2. Poor adaptive behavior.
	A student must exhibit a combination of the two characteristics to be classified as mentally disabled.

PART I.

Distribute Handout 3-6, "Classroom Situations and Adaptations".	
Explain the activity and discuss the participants' suggestions. Take one characteristic at a time: 1. Read the characteristic in left-hand column of Handout 3-6.	Characteristics observed in mentally disabled students have been listed on the left-hand column of Handout 3-6. The second column gives assignments or situations that may cause learning difficulties for the students. After examining the list in the second column, add situations which might cause problems for mentally disabled students in your classroom.
2. Read the sample assignment or situation which may cause learning difficulty for the students. Have participants list other suggestions. Discuss suggestions listed.	After considering the situations and assignments in column #2, examine column #3 which lists the classroom adaptations. Several suggestions have been given. Add other suggestions which would be effective in your classroom. Include those which are necessary for your subject area.
3. Read the sample adaptations in column #3. Have participants suggest an adaptation for the situations they listed in column #2.	
4. Discuss suggestions given. Reinforce positive suggestions.	

SUMMARY

Paraphrase	Hopefully, working with mildly mentally disabled students will offer new instructional insights that can be used to help other students as well.
The mildly mentally disabled can learn. The instructor's skill in curriculum adaptation and modification makes the difference. Simplicity and overlearning are essential for success.	The mildly mentally disabled can learn and can function independently in society. They are more like normal students than unlike. Through curriculum adaptations and modifications, mildly mentally disabled students can acquire valuable skills to achieve the life goal of independent living. Your skill in making the necessary adaptations will enhance learning for these students. Simplicity and overlearning are the most important ingredients.

FOLLOW-UP ACTIVITY

Explain the assignment. Schedule a sharing session.	Have each participant try at least two techniques during the next week and share the outcome with other participants. (Optional - a brief written description can also be prepared.)

CLASSROOM SITUATIONS AND ADAPTATIONS

You have just been notified that a mentally disabled student has been added to your class list and will be mainstreamed into your class. Given the list of characteristics below, list examples of specific tasks or activities which would cause problems in your class, then list suggestions for how you would adapt. Examples have been given for you in each area.

Characteristics	List Examples of Tasks and Activities That Would Cause Problems for a Mentally Disabled Student in Your Classroom.	Classroom Adaptations
1. Inability to grasp concepts and make generalizations.	1. a) Using lecture method.	1. a) Use demonstration along with lectures.
a) Limited ability to identify the important information from materials.	b) Using technical terms.	b) Show as well as explain, to the student what is to be done when introducing an activity.
b) Slowness in relating the meaning of one word or idea with another.	c) Requiring quick, unprepared responses during discussions.	c) Scan all materials for new words. Use simple terms when possible. Teach new vocabulary and provide constant practice through application.
c) Lack of originality or creativity.	d) Giving students materials that look like elementary materials.	d) Reduce abstractions by giving concrete examples and firsthand experience.
d) Inability to analyze and solve problems.	e) Requiring reading materials above 4th grade level.	e) Plan with student to identify problems. Share
e) Inability to learn without direct instruction on specific skills and when to use them.	f) Expecting one student to learn from the experience of other students in the class.	
	g) Your suggestions:	

CLASSROOM SITUATIONS AND ADAPTATIONS

Characteristics	List Examples of Tasks and Activities That Would Cause Problems for a Mentally Disabled Student in Your Classroom.	Classroom Adaptations
		suggestions. Provide guidance even in small details. f) Emphasize strengths and help students develop alternate skills for weaknesses. g) Allow students to copy models or pictures. h) Provide planned instructional opportunities to strengthen critical thought and independent work. i) Always relate present learning experience to future needs and desires. Example: Budgeting skills are needed to save money for a car.

CLASSROOM SITUATIONS AND ADAPTATIONS

Characteristics	List Examples of Tasks and Activities That Would Cause Problems for a Mentally Disabled Student in Your Classroom.	Classroom Adaptations
		j) Make instructional delivery of plans flexible to the diverse needs of mentally handicapped students. k) Ask specific simple questions or seek simple skill demonstration during class discussion where unprepared responses are required. l) Provide reading materials at 4th-grade level or below. m) Structure activities and materials which are similar in appearance and content to those used by other students so as not to make the difference obvious. n) Your suggestions:

CLASSROOM SITUATIONS AND ADAPTATIONS

Characteristics	List Examples of Tasks and Activities That Would Cause Problems for a Mentally Disabled Student in Your Classroom.	Classroom Adaptations
2. Difficulty in following complex directions. a) Failure to recognize familiar elements in new situations. b) Slow to react. c) Short attention span.	2. a) Giving the entire week's assignment and reading each Monday morning. b) Using a manual with detailed instructions. c) Explaining details for long periods of time without inquiring to see if students understand or remember. c) Your suggestions:	2. a) Keep activities simple until the skill is well learned. b) Begin with something that is known, and then sequence with skills already mastered; this way progress to new skills makes relationships obvious. c) Explain to students the practical applications of the skills. d) Use visual aids and direct experiences. e) Underline the important facts in the manual or book. f) Rewrite the instructions to lower the reading level.

CLASSROOM SITUATIONS AND ADAPTATIONS

Characteristics	List Examples of Tasks and Activities That Would Cause Problems for a Mentally Disabled Student in Your Classroom.	Classroom Adaptations
		g) Explain everything. Repeat the same details in each new setting. h) Introduce only one point at a time. Test points by simple fact questions. Ask students to repeat by using their own words. i) Provide well-motivated learning periods and short, supervised study periods. j) Eliminate those skills from the curriculum which require highly abstract thinking. k) Your suggestions:

CLASSROOM SITUATIONS AND ADAPTATIONS

Characteristics	List Examples of Tasks and Activities That Would Cause Problems for a Mentally Disabled Student in Your Classroom.	Classroom Adaptations
3. Memory difficulty. a) Learns slowly and forgets quickly. b) Fails to incorporate new information with previously learned experiences.	3. a) Requiring memorization of definitions or large units of content material. b) Teaching skills which have numerous and complex steps. c) Your suggestions:	3. a) Incorporate constant practice into the learning experience. b) Use constant repetition and frequent meaningful practice. c) Use activities of high interest to motivate and reinforce learning. d) Make low difficulty skills appropriate for secondary level; no "kid's stuff." e) Incorporate activities which develop concepts or skills in small, specific units. f) Reduce the pace at which new skills are introduced. g) Your suggestions:

CLASSROOM SITUATIONS AND ADAPTATIONS

Characteristics	List Examples of Tasks and Activities That Would Cause Problems for a Mentally Disabled Student in Your Classroom.	Classroom Adaptations
4. Immaturity and inappropriate social behavior. a) Concern only for the local point of view.	4. a) Assigning students to work together unsupervised (no teacher in group) on projects two class periods a week.	4. a) Use positive reinforceforcement techniques. Withhold reinforcement until desired behavior is exhibited. Praise appropriate behavior.
b) Inability to set up and realize standards of social behavior or workmanship.	b) Ignoring or tolerating inappropriate social behavior for fear of embarrassing the student.	b) Try to avoid or restructure situations which cause trouble. Only offer choices which are acceptable to you as the instructor.
c) Development of social skill not equal to chronological age.	c) Explaining safety rules only at the beginning of the course.	c) Design tasks which make success possible.
d) Behavior problems which usually arise from school and/or home factors and not learning handicap.	d) Expecting one behavior and reinforcing another.	d) Assign only small segments of work at one time. Provide continuous feedback and monitor progress frequently. Explain mistakes and demonstrate correct procedures.
e) Behavior problems which relate to lack of adultlike behavior.	e) Your suggestions:	

CLASSROOM SITUATIONS AND ADAPTATIONS

Characteristics	List Examples of Tasks and Activities That Would Cause Problems for a Mentally Disabled Student in Your Classroom.	Classroom Adaptations
		e) Discuss inappropriate behavior in blunt, plain terms. Clearly define acceptable behavior and ways to accomplish it. f) Connect all learning to the world around the student. Emphasize social living and civic responsibility. g) Guide and check learning very carefully. Identify and draw attention to these errors in a constructive way. h) For safety, only allow use of tools and equipment which have been introduced to the student. Demonstrate correct use before each activity. Color code dangerous areas.

CLASSROOM SITUATIONS AND ADAPTATIONS

Characteristics	List Examples of Tasks and Activities That Would Cause Problems for a Mentally Disabled Student in Your Classroom.	Classroom Adaptations
		i) Be consistent and provide a good adult model. j) Your suggestions:

ACTIVITY 3-3: LEARNING DISABILITIES

I. Objectives: To examine the definition of learning disabilities.

To identify the characteristics of learning disabled students and learn to adapt classrooms to the needs of these students.

II. Group Size: Individual and large group.

III. Time Required: Thirty minutes.

IV. Physical Setting: Classroom style.

V. Materials:

Facilitator	Participant
	Handouts 3-7 and 3-8

VI. Procedures:

A. Before the Activity:

1. Read the lecture notes and modify them to fit the needs of your group.
2. Duplicate handouts.

Directions for Presentation

OVERVIEW

In the educational setting, the terms used to describe the learning disabled student have been varied. Some of these terms include "never listens," "wants constant attention," "doesn't apply himself," "lazy," lackadaisical," "not ready for this class," "drives me up a wall," "doesn't respect property." Teachers need to able to identify and deal with these students and, therefore, must learn to look at them from a different perspective. Teachers also need to know specific curriculum adaptations and behavioral techniques in order to ensure learning success for these students.

The activities in this session are intended to: 1) provide information about the characteristics of the learning disabled student, 2) make curriculum adaptations, and 3) apply specific techniques in the classroom.

The session is divided into two parts as follows:

Part I: Participants examine the definition of learning disability.

Part II: Participants identify the characteristics of learning disability and learn to adapt their classrooms to the needs of the learning disabled student.

INTRODUCTION

Distribute Handout 3-7: "Eminent Persons Who Conquer Learning Disabilities"; read the information provided.	Read the information on Handout 3-7.
Paraphrase:	These important persons fortunately were able somehow to find appropriate ways of learning while they successfully overcame their initial learning failures. Many of our students with

From: Regan, M., Denton, P. & Clark, P., "Special Considerations: Learning Disabilities." Working with Special Needs Students in Vocational Education Classes. Des Moines: Midwest Regional Resource Center, 1979.

Students with learning disabilities can succeed, if helped.	learning disabilities are not so fortunate. As teachers, we must increase their opportunities to learn.

PART I

Paraphrase: In order to be classified as LD the student must display:	Since approximately 2% of all students are said to be severely learning disabled, it is pertinent for us as teachers to be aware of the characteristics exhibited by these students. In order to be called learning disabled the student must display:
1. Average or above I.Q.	1. Average to above average I.Q.
2. A gap between what he/she does and what he/she can do.	2. Discrepancy between achievement and potential.
3. Disorders in listening, thinking, talking, reading, writing, spelling, or mathematics.	3. Disorders in basic psychological processes: disorders of listening, thinking, talking, reading, writing, spelling, or mathematics.
4. Not due to sensory or physical handicaps, mental retardation, emotional disturbance or environmental disadvantage.	4. Definition by exclusion: the disorder is not due primarily to visual acuity, hearing acuity or motor handicaps, to mental retardation, emotional disturbances, or to environmental disadvantage.
What does the definition say in terms of a student:	Let us think about what this definition says:
1. Average or above average intelligence.	1. The student has average or above average intelligence.
2. Learning failure not due to other handicaps.	2. The failure to learn is not primarily due to other handicapping conditions (visual acuity, hearing acuity, etc.)
3. Good in some things, poor in others.	3. The student is good in some things, poor in others.

4. Is not learning.

4. The student is just not learning. Why?

As teachers, we should:

1. Not be concerned with the cause.
2. Focus on the effect and how we can best teach the student.

Usually the cause cannot be determined. As teachers, we can only observe that the student is not learning at grade level. As teachers, it is not meaningful to be concerned with the why, but with the how - how we can help the student achieve.

PART II

Distribute Handout 3-8 "Adaptations for Teaching Learning Disabled Students".

Explain the activity and discuss the participants' suggestions.

Take one characteristic at a time:

1. Read the characteristics in the left-hand column of Handout 3-8.
2. Read the classroom situations or assignments which might contribute to the learning disabled student's failure given in column #2 Have participants list some examples that may be used in their classroom. Discuss examples given.

Characteristics observed in students with learning disabilities have been listed on the left-hand column of Handout 3-8. The second column gives classroom situations or assignments which might contribute to the student's failure. After examining the list in the second column, add situations which might contribute to student failure in your classroom.

After considering the situations and assignments in column #2, examine the third column, which gives examples of classroom adaptations. Add other adaptations that might eliminate problems in your classroom. Include those which are necessary for your subject area.

3. Read the sample adaptations in column #3.
4. In column #3, have participants write and discuss additional suggestions.
5. Discuss suggestions given. Reinforce creative application of techniques.

SUMMARY

Paraphrase:

To deal with learning problems teachers must have:

1. Bag of tricks.
2. Imagination.
3. Flexibility.
4. Alternative methods if one method is unsuccessful.

Learning disabilities cannot be corrected or cured by one specific teaching method or training technique. It is imperative that teachers have at their disposal a wide range of instructional materials and techniques and that they are imaginative and flexible enough to adapt these to the specific needs of students.

The techniques explored in this session can be used with any student, not just learning disabled students.

In addition, the classroom problems and adaptations discussed in this session can be effectively and appropriately incorporated into every classroom. Having an identified learning disabled student in your class should not be considered as a necessary requirement for using these techniques. Any student experiencing a learning difficulty can benefit from application of these techniques.

FOLLOW-UP ACTIVITY

Explain the assignment.

Schedule a sharing session.

Have each participant try at least two techniques during the next week and share the outcome with other participants. (Optional - a brief written description can also be prepared.)

Handout 3-7

EMINENT PERSONS WHO CONQUERED LEARNING DISABILITIES

1) Thomas Edison, American inventor

Said to be:
1. Abnormal
2. Addled
3. Mentally defective
4. Dunce
5. Always at the foot of his class

2) Auguste Rodin, French sculptor

Said to be:
1. Worst pupil in the school
2. Uneducable
3. Most likely never to make a living
4. Dunce

3) Woodrow Wilson, 28th President of U.S.

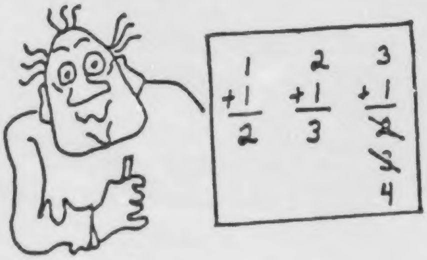
Said to be:
1. Dull
2. Backwards
3. Didn't learn his letters till age 9
4. Learned to read at age 11

4) Nelson Rockefeller, Political leader,

Said to be:
1. Poor reader
2. Had to memorize all his speeches
3. Severe dyslexic

5) Albert Einstein, Great mathematical genius

Said to be:
1. Poor student
2. Didn't speak until age 3
3. Until age 7, formulated each sentence silently with his lips before speaking aloud
4. Poor in arithmetic
5. Great difficulty with foreign languages
6. Communicated poorly in writing
7. Nothing good would come of him
8. Rarely thought in words



ADAPTATIONS FOR TEACHING LEARNING DISABLED STUDENTS

You have just been notified that a learning disabled student has been added to your class list and will be mainstreamed into your class. Given the list of characteristics below and given example situations and assignments which might contribute to the student's failure, list other suggestions which might be used in your class. Look at classroom adaptations given and suggestions of how you might adapt.

Characteristics	Classroom Situations or Assignments That Might Contribute to Learning Disabled Students Failure	Classroom Adaptations
Thinking Skills	Thinking Skills	Thinking Skills
1. Inability to categorize and classify.	1. Giving a full week's schedule of projects or assignments on Monday morning.	1. Provide a detailed daily schedule of what is expected of the student.
2. Inability to sequence	2. Requiring students to double recipes.	2. Assess each assignment in terms of what the student needs for the demands of daily living. Set standards to achieve this skill level.
3. Inability to recognize relationships: a) size b) time c) weight d) temperature e) distance	3. Giving tests which require the student to read a paragraph and answer questions.	3. Through direct questions to the student during class discussion decide whether specific materials have been understood.
4. Inability to make associations and comparisions: a) no sense of humor b) inability to distinquish fact from fiction	4. Assigning students to read a chapter and outline it.	4. Furnish chapter or study outlines from which the students can study.

ADAPTATIONS FOR TEACHING LEARNING DISABLED STUDENTS

Characteristics	Classroom Situations or Assignments That Might Contribute to Learning Disabled Student's Failure	Classroom Adaptation
5. Inability to think abstractly: a) imagining b) generalizing c) drawing conclusion	5. Giving only written tests.	5. Make audio tapes of all tests or give oral test.
	6. Your suggestions:	6. Your suggestions:
Auditory Discrimination Skills	Auditory Discrimination Skills	Auditory Discrimination Skills
1. No awareness of sounds: a) environmental b) human voices	1. Teaching by the lecture method.	1. When lecturing, provide an outline of what is to be discussed.
2. Inability to identify sounds: a) Cannot ignore incidental noises b) Cannot associate sound with source	2. Holding class in a classroom located near a noisy class area, such as tje gym, shop classes, or instrumental music class.	2. Situate the LD students near the teacher or the activity being conducted. Have them work in the quietest possible area.
3. Inavility to attend or listen: a) short attention span b) inability to repeat what is heard	3. Giving assignments and expecting students to complete them with no follow-up, feedback, or supervision.	3. Use demonstration techniques or multisensory materials as often as possible.
4. Unable to acknowledge or respond to auditory stimuli:	4. Your suggestions:	4. Your suggestions:

ADAPTATIONS FOR TEACHING LEARNING DISABLED STUDENTS

Characteristics	Classroom Situations or Assignments That Might Contribute to Learning Disabled Student's Failure	Classroom Adaptation
a) cannot follow directions b) poor speller c) poor oral reader		
5. Unable to develop sound discrimination: a) pitch b) volume c) letters d) words		
6. Poor auditory memory: a) can't follow directions b) can't remember what is heard		
Visual Discrimination Skills	**Visual Discrimination Skills**	**Visual Discrimination Skills**
1. Unaware of what is seen	1. Distributing study sheets at every class.	1. Discuss required information. Explain what is expected of the student in terms of skill performance.
2. Inability to discriminate between objects: a) size b) shape c) color d) form e) reversal of letters or words	2. Attaching written directions to each machine.	2. Tape directions so that the students can listen to the directions while working on machines, etc.

ADAPTATIONS FOR TEACHING LEARNING DISABLED STUDENTS

Characteristics	Classroom Situations or Assignments That Might Contribute to Learning Disabled Student's Failure	Classroom Adaptation
3. Often misses detail and cannot reproduce what has been seen.	3. Requiring written assignments several times a week.	3. Have students tape their assignments and grade the taped response.
4. Poor visual memory: a) can't remember written directions b) can't remember what is read or seen	4. Your suggestions:	4. Your suggestions:
5. Poor visual motor ability: a) handwriting messy b) poor work habits (immature)		
Motor Skills	Motor Skills	Motor Skills
1. Gross motor a) poor physical coordination b) clumsy in sports	1. Allowing students to move around the room in lab classes.	1. Make sure that the room is kept free of potentially dangerous objects such as extension cords and protruding objects. Require that dangerous tools, equipment, machines, etc. are operated only under close supervision. Require students with specific problems to remain in specific areas of the lab.
2. Fine motor a) handwriting illegible b) cannot differentiate shapes by touch.	2. Expecting full mastery of motor skills in physical education activities.	2. Teach physical fitness leisure sports that do not require intense competition.

ADAPTATIONS FOR TEACHING LEARNING DISABLED STUDENTS

Characteristics	Classroom Situations or Assignments That Might Contribute to Learning Disabled Student's Failure	Classroom Adaptation
	3. Emphasizing achievement in competitive activities.	3. Label every project for added sensory information (visual) and to enhance learning.
	4. Requiring students to distinguish engine parts by touching.	4. Ask the students to do the best they can, or make an oral report or an option upon request.
	5. Requiring a neat and tidy paper.	5. Your suggestions:
	6. Your suggestions:	
Social Skills	**Social Skills**	**Social Skills**
1. Poor self-image	1. Expecting students to work unsupervised.	1. Pair problem students with a reliable student as a supervisor.
2. Maturational lag	2. Requiring quiet, orderly behavior in class.	2. Explain and post the rules. Let them know exactly what is expected of them.
3. Immature behavior	3. Your suggestions:	3. Your suggestions:
4. Lack of social skills		

ACTIVITY 3-4: EMOTIONAL DISABILITIES/BEHAVIOR DISORDERS

I. Objectives: To identify and discuss curriculum adaptations for use with emotionally disabled/behavior disordered students.

To identify and discuss specific behavioral techniques for changing the classroom behavior of emotionally disabled/behavior disordered students.

II. Group Size: Individual and large group.

III. Time Required: Thirty to sixty minutes.

IV. Physical Setting: Classroom style.

V. Materials:

Facilitator	Participant
Lecture notes	Handouts 3-9, 3-10, and 3-11

VI. Procedures:

A. Before the Activity:

1. Read the lecture notes and modify them to fit your group.
2. Duplicate handouts.

Directions for Presentation

OVERVIEW

Inappropriate behavior in the classroom reduces teacher effectiveness and prohibits student learning. Classroom behavior problems are more obvious to teachers and students than learning problems because they are more visible. Teachers need to be able to identify and deal with these behavior problems to maximize learning in their classroom. For the emotionally disabled/behavior disordered student in their classes, teachers need to know specific curriculum adaptations and behavioral techniques in order to ensure learning success for these students.

The activities in this session are intended to: 1) provide information about the behaviors exhibited by the emotionally disabled/ behavior disordered student, 2) discuss how to make curriculum adaptations, and 3) describe how to apply specific behavioral techniques to change inappropriate classroom behaviors.

The session is divided into two parts as follows:

Part I: Participants identify and discuss curriculum adaptations for use with these students.

Part II: Participants identify and discuss specific behavioral techniques for changing the classroom behavior of these students.

INTRODUCTION

Distribute Handout 3-9,
"Billy the Kid."

Paraphrase:	How does it feel to have an emotional disability/behavior disorder?

From: Regan, M., Denton, P. & Clark, P., "Special Considerations: Behavior Disorders." Working with Special Needs Students in Vocational Education Classes. Des Moines: Midwest Regional Resource Center, 1979.

Definition of emotional disabilities/ behavior disorder (ED/BD)	The behavior disordered or emotionally disturbed student has been defined as one who exhibits these patterns of behavior:
1. Inability to learn. 2. Unsatisfactory relationships. 3. Inappropriate behavior. 4. Unhappiness. 5. Repetitive symptoms of illness after stress.	1. Inability to learn. 2. Unsatisfactory interpersonal relationships. 3. Inappropriate behavior. 4. Unhappiness. 5. Repetitive symptoms of illness after stress.
	Think how it must feel constantly to face failure. ED/BD students have experienced more failures than successes.
Allow 5 minutes for participants to read Handout 3-9.	The story of "Billy the Kid" will help you understand now an ED/BD student reacts in a classroom. It will also describe how one teacher applied positive adaptive techniques to keep this student in class.
Discuss: Emphasize the positive techniques used to deal with Billy's behavior: 1. Kept him in class. 2. Gave him an outlet for his inappropriate behaviors - speech class. 3. Reinforced his successes.	Discuss how this teacher used a creative and flexible approach to help Billy learn.

PART I

Distribute Handout 3-10, "Adaptations for Teaching Emotionally Disabled/Behavior Disordered Students."

Explain the activity and discuss the participants' suggestions. Take one behavior at a time.

1. Using Handout 3-10, explain situations that might trigger inappropriate behavior in class and suggested adaptations. Ask participants to write additional situations.
2. In column #3, ask participants to write an additional suggestion appropriate to the subject area.
3. When discussing additional suggestions, reinforce positive suggestions.

Characteristics observed in students' behavior have been listed on the lefthand column of Handout 3-10. The second column gives assignments or situations that could trigger inappropriate behavior from the emotionally disabled/behavior disordered students. Add situations which might trigger inappropriate behavior in your classroom.

After considering the behaviors and situations listed on Handout 3-10, examine the third column which lists adaptations to curriculum that might eliminate problems in your classroom. Several suggestions have been given; see if you can contribute other activities that would be effective. Include those which are necessary for your subject area.

PART II

Distribute Handout 3-11, "Techniques for Changing Classroom Behavior."

Paraphrase:

Educational goals:

1. Restoring trust.
2. Succeeding in school.
3. Finding community resources.
4. Unlearning inappropriate habits.
5. Improving self-image.

The educational plan for ED/BD students includes the following goals:

1. Restoring to the student some trust in adults.
2. Helping the student succeed in school.
3. Mobilizing community resources to help the student.
4. Helping the student unlearn some specific habits that cause rejection by family, school or friends.
5. Helping the student improve his/her self-image; that is, get him/her to like himself/herself.

Establish a positive relationship. Approaches to develop:	What are the requirements for establishing a positive relationship with these students? Two things are essential:
1. Ability to receive hostility without reacting in kind.	1. Develop the ability to receive large doses of hate, aggression, and hostility without reacting in kind to the students who transmit them.
2. Ability to identify nonverbal clues which indicate student's inner thoughts and feelings.	2. Develop the ability to identify clues, other than verbal ones, which students provide as indicators of their inner thoughts and feelings.
Learn to analyze behavioral clues.	These two skills allow a teacher to accept or understand certain behaviors without controlling them. By developing these two approaches in responding to students, teachers can learn to deal with inappropriate behaviors without taking them as personal affronts and to discover behavioral clues which reveal the students' emotional states and emotional needs.
Using Handout 3-11, take one behavioral technique at a time:	
Explain activity. 1. Define and describe the technique in column #2. 2. Ask participants to write an example for using this technique in their classroom using column #3. 3. Discuss examples given. Reinforce positive application of these techniques.	Handout 3-11 presents techniques used to change behavior in a classroom. The second column describes the technique and tells when it may be used. Think of situations in your classroom when each technique might be used.

3. Discuss examples given. Reinforce positive application of these techniques.

APPLICATION ACTIVITY (Optional)

Explain the activity.

Allow 10-15 minutes for group preparation and 15-20 minutes for group presentation.

Discuss how each technique can be implemented in the classroom after each role play.

Divide participants into 12 different small groups. Have each group:

1. Select one technique for changing classroom behavior, Handout 3-11.
2. Prepare a role play of a classroom situation which demonstrates the technique.
3. Present the role play situation to all participants.

SUMMARY

Paraphrase:

1. The techniques are useful for any class.
2. Consistency from day to day makes them effective.

The behavioral techniques we have just discussed have merit for use with any classroom situation. However, in dealing with ED/BD students, they must be applied with consistency. This is the key to success. These students must have the day-to-day structure of knowing what is expected of them.

FOLLOW-UP ACTIVITY

Explain assignment.

Schedule sharing session.

Have each participant try at least two techniques during the next week and share the outcomes with the other participants. (Optional - a brief written description can also be prepared.)

BILLY THE KID

I teach in the Southwest in an area that was at one time the real-life stomping ground for the notorious Billy the Kid. But I'm not thinking of the famous western outlaw but of another wild kid, whose classmates in Utah's high mountain country dubbed him with the nickname of the bandit.

Three years ago, Billy the Kid was a sophomore--good-looking, arrogant, clever, and an all-around F student. He didn't have any notches on his gun, but the number of teachers who had outlawed him from their classrooms was already a local legend.

When I first saw him, he was sitting in the library reading comic books, having been kicked out of all his classes, including gym. With all the blissful ignorance of a young teacher, I cordially invited him into my English class. He hadn't been there long, however, before I felt a deep rapport with the three previous English teachers who had booted him out. My only wonder was that they hadn't shot him!

Among Billy's exploits were: Jumping out of the classroom window into a lilac bush two floors below; exploding a firecracker under the radiator; putting a dirty sign on the chalkboard and lobbing a rotten orange into my bookcase.

He cheated on his exams and sweet-talked various little girls in the class into writing his themes, which he then laboriously copied over in his own handwriting.

I was at my wit's end. I knew that a lecture from me about the moral aspects of cheating would bring only a hoot and some unprintable words to his lips.

One morning when he cockily handed me a term paper I knew he hadn't written, I grabbed him by the neckband of his tee shirt and started marching him to the principal's office. Then I happened to glance down at his face. It was flushed with triumph. He had managed to get himself thrown out of class again. Quickly, I put him in reverse and marched him back into the classroom. The class was even more startled than Billy was. They were used to seeing him leave a class, but having a teacher bring him back was something new.

I took advantage of the moment to commend the girl who had written Billy's term paper for her unselfishness, saying that though her own term paper had rated only a B, the one she had written for Billy was so good I was giving her an extra A in the roll book.

"What kind of grade are you giving me, an F?" asked Billy.

"No, Billy, I'm giving you a C for your powers of persuasion. It must have taken a lot of imagination to con someone into doing his own theme and yours too. Besides, you went to all the labor of copying the theme over in your own handwriting, just to fool me into thinking you had done the assignment. I think such great effort should be rewarded."

After class, Billy waited by my desk. "I've been thinking it over," he said. "As long as you're on to me anyway, I may as well write the blankety-blank themes myself."

"I was hoping you might say that, Billy."

At the door, he turned again, "You mean, you'd actually give me as much as a C on something I wrote myself?"

"Maybe even more," I said.

"Nobody's ever given me anything higher than a D before. You sure are a nutty dame, I mean, teacher."

But there was a pleased look on his face as he closed the door.

Shortly after that, I was trying to line up contenders for the valley speech tournament. I had entrants for everything but the pantomime division. I was trying to scare up an entrant when Billy sauntered by my door. Why, he's a natural, I thought. This year's subject was a misbehaving schoolboy. All Billy would have to do would be to act out some of the less censorable scenes from his daily life.

"Billy, come in here a minute," I called. When he had heard my proposal, Billy thought I must be completely out of my mind. In fact, he was in such a state of shock he forgot to turn me down.

The principal thought I was well-intentioned but horribly misguided. After all, the athletic department was still feeling the pinch of being forced to pay for the damage Billy had done to his motel room when they had taken him to the basketball tournament, which was seldom.

Came the great night of the valley speech meet. When the smoke of competition had cleared away, almost everyone felt that a great calamity had befallen our school: Billy, in five minutes of being himself on stage, had bested all comers and had been selected to represent the entire valley in the state speech meet at the university.

Next day at lunch the coach spoke for the whole faculty when he said to me, "Ok, Brownie, so the little monster won. Now, how are you going to get him down to the state capital without using handcuffs and leg irons?"

The principal said quietly, "The honor is such a shock to him, I think it's scared him into behaving, but, just in case, my wife and I'll go along that weekend as auxiliary policemen."

. . .It was the last day of school, and the annual spring award assembly was going into the home stretch. When the principal came to the final award, he turned to me. "Why don't you make this one?" he said.

Slowly, I walked to the stand and called out Billy's name. The students all sensed what was coming. As Billy made his unbelieving way to the rostrum to receive the first public commendation he had ever received in his life, the students went wild. They scrambled to their feet and gave him a roaring, deafening ovation that lasted until after I handed him his special citation from the university drama department for his outstanding performance at the state speech meet.

The memory of the applause is heart-warming, and so are the reports on Billy which drift back to me from the mountains. True, Billy was only being himself, but he had discovered a very productive way of just being himself. A few days ago, I stood with my small son on the Spanish Plaza where the real Billy the Kid had played out one of his last tragic adventures. I couldn't help wondering if perhaps history might not have been changed if someone had invited that Billy to enact his bold dramatics on some torch-lit stage along the Santa Fe Trail.

(A true story written by Bernice Brown, Teacher of Senior English,
Robertson High School, Las Vegas, New Mexico.)

Handout 3

ADAPTATIONS FOR TEACHING EMOTIONALLY DISABLED/BEHAVIOR DISORDERED STUDENTS

Behavior	Classroom Situation or Assignments That Might Trigger Inappropriate Behavior in Your Classroom.	Classroom Adaptations
1. No time concepts.	1. a) Giving long-range assignments such as packets or units that extend over several days or weeks. b) Your suggestions:	1. a) Use daily assignments. b) Use timer to achieve an awareness of time concept. c) Shorten assignments so student can see an end to work. d) Your suggestions:
2. Easily frustrated.	2. a) Being critical. b) Not being accessible when problems first develop to provide immediate intervention. c) Your suggestions:	3. a) Start students working but don't give all of the answers. b) Make it easy for them to ask for help. c) Your suggestions:

ADAPTATIONS FOR TEACHING EMOTIONALLY DISABLED/BEHAVIOR DISORDERED STUDENTS

Behavior	Classroom Situation or Assignments That Might Trigger Inappropriate Behavior in Your Classroom.	Classroom Adaptations
3. Does not face reality.	3. a) Establishing vague rules. b) Inconsistently enforcing rules c) Not telling students consequences for inappropriate behavior until they have broken rules. d) Your suggestions:	3. a) Tell students the rules. b) Make rules simple. c) Let students know beforehand what will happen if rules are broken. d) Your suggestions:
4. Needs immediate reinforcement.	4. a) Failing to grade papers immediately so that students know what they have done right and where help is needed. b) Your suggestions:	4. a) Let students know where they stand. b) Make students understand that if they need help they are not "stupid." c) Your suggestions:

ADAPTATIONS FOR TEACHING EMOTIONALLY DISABLED/BEHAVIOR DISORDERED STUDENTS

Behavior	Classroom Situation or Assignments That Might Trigger Inappropriate Behavior in Your Classroom.	Classroom Adaptations
5. Easily disturbed.	5. a) Conducting unorganized classes. b) Not planning lessons at appropriate difficulty level. These situations cause too much unsupervised activity in the classroom. c) Your suggestions:	5. a) Establish individual office areas for problem students. b) Make assignments for problem students which have less difficulty but provide appropriate practice of new skills. c) Your suggestions:
6. Symptoms of illness (headaches, stomachache, etc.)	6. a) Allowing stressful classroom situations to develop or failing to recognize their occurrence. These situations result in the student's inability to even start prescribed assignments. b) Your suggestions:	6. a) Eliminate "reason" for stress causing headache, etc. b) Reassure students that honest effort is important and mistakes can be helpful, if analyzed for future application of the appropriate response. c) Your suggestions:
7. Inability to control urge to run down halls or "wide open spaces."	7. a) Allowing too much "open space" in classroom. b) Your suggestions:	7. a) Divide room to prevent too much freedom of movement. b) Assign a seperate work area for specific student. c) Your suggestions:

ADAPTATIONS FOR TEACHING EMOTIONALLY DISABLED/BEHAVIOR DISORDERED STUDENTS

Behavior	Classroom Situation or Assignments That Might Trigger Inappropriate Behavior in Your Classroom.	Classroom Adaptations
8. Being picked on by other students.	8. a) Allowing students to "pluck your strings" or allowing students to make you mad. Example: tipping chairs, kicking, talking out, out of seat, cussing, go to restroom, etc. b) Allowing students the freedom to move about the room to make remarks to one another. c) Your suggestions:	8. a) Set rules so students know beforehand what the consequences are for fighting, cussing, etc. Then, you don't need to get mad. The punishment is already established. b) Set specific work territories for students with problems and allow no trespassing by other students into this area. c) Observe class at all times to intercede when other students begin to make remarks about students who have a history of having problems. d) Establish a rule that each student is required to mind no one's business but their own. e) Your suggestions:

Handout

TECHNIQUES FOR CHANGING CLASSROOM BEHAVIOR

Behavioral Techniques	Definition	Examples of Use in Classroom
1. Planned ignoring.	1. If behavior will not spread, it is wise to ignore or not attend to it. Teacher responds to motivation of the behavior not the manifestation of behavior.	1.
2. Signal interference.	2. Teacher developes a variety of signals that communicate to the student a feeling of disapproval and control (eye contact, hand gestures, snapping fingers). More effective at beginning stages of misbehavior.	2.
3. Proximity control.	3. Teacher just stands, sits or works near student who is having difficulty.	3.
4. Interest boosting.	4. Teacher brings the students back to the class work. If they are losing interest, ask them a question, make them see you want their opinion.	4.

TECHNIQUES FOR CHANGING CLASSROOM BEHAVIOR

Behavioral Techniques	Definition	Examples of Use in Classroom
5. Tension decontamination through humor.	5. Teacher uses humor to clear the air and make everyone comfortable. This demonstrates to the students that the teacher is secure and that he/she can be relied on during stressful periods.	5.
6. Hurdle lessons.	6. Teacher assigns a preplanned alternate activity to a student who becomes easily frustrated but does not ask for teacher help. The activity should involve motor activity and should be different from the task which caused the frustration. This allows transfer of frustrations to the motor behavior. Another student should be identified to assist the student in completing the alternate activity. Have instructions for the alternate activity prepared and required materials available to avoid need for supervision.	6.

TECHNIQUES FOR CHANGING CLASSROOM BEHAVIOR

Behavioral Techniques	Definition	Examples of Use in Classroom
7. Reconstructing the classroom program.	7. If an activity or discussion topic creates a problem, change the class activity immediately. The excitement or verbalization is then channeled into a constructive activity. Example: If a student becomes very hostile during a class discussion, stop the discussion immediately and have the class work on an individual project or assignment.	7.
8. Support the routine.	8. The teacher establishes guidelines for behavior. This structure establishes limits and goals that are within the limits of the students and the teacher which insure success and security for the students.	8.
9. Direct appeal to value area.	9. Teacher may appeal to: a) relationships between teacher and students b) facts related to the situation c) student's group code d) teacher's power of authority The technique involves being able to say "no" without being angry	

TECHNIQUES FOR CHANGING CLASSROOM BEHAVIOR

Behavioral Techniques	Definition	Examples of Use in Classroom
	and to say "yes" without feeling guilty.	
10. Removing seductive objects.	10. The teacher evaluates and removes objects that have magnetic appeal and elicit a particular kind of inappropriate behavior from students. If not, the teacher must accept disorganization as a consequence.	10.
11. Antiseptic bouncing.	11. The teacher simply removes the students from the problem area, such as an errand, until they are able to respond to verbal control. The aim is not to punish but to protect and help them get over feelings of anger, uncontrollable laughter, or any other emotion that has gotten out of control.	11.
12. Physical restraint.	12. Technique is not used often but provisions should be made in case you need help. Once in a while a student loses complete control and threatens to injure himself and others around him. In such cases a student needs to be restrained physically. A call to the office for assistance should be made.	12.

SECTION 4

THE ROLE OF THE GENERAL EDUCATOR IN THE EDUCATION OF HANDICAPPED STUDENTS

Goal: To provide general educators with information about how they can be involved in the education of the handicapped.

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NOTE TO THE INSTRUCTOR

The first activity in this section is an overview of the general educators' role in the education of handicapped students. It explains how educators can be involved in each of these stages: pre-referral, referral, assessment, development of the IEP, implementation of the IEP in the regular classroom, and annual review. The remaining activities expand on some, but not all, of those stages.

ACTIVITY	OBJECTIVE	TIME	GROUP SIZE
Activity 4-1	a. To identify and define the six steps in the IEP process.	Fifty to sixty minutes	Large group
	b. To identify the role of the general educator in each stage of the IEP process.		
	c. To name one activity or kind of information that a general educator could do or gather for each of the six steps in the IEP process.		
Activity 4-2	a. To provide participants with information of what teachers can do with a student suspected of being handicapped to determine if a handicap may exist, before referring him/her.	Twenty to thirty minutes	Large group
Activity 4-3	a. To acquaint participants with the referral process and how to complete a referral form.	Sixty minutes	Large group and groups of two
Activity 4-4	a. To provide information about the IEP and what P.L. 94-142 says it must contain.	Thirty minutes	Large group
Activity 4-5	a. To provide participants with the opportunity to evaluate their knowledge of the IEP.	Fifteen minutes	Groups of three
Activity 4-6	a. To teach participants about the types of information they can bring to an IEP meeting.	Thirty minutes	Small groups of two, three or four
Activity 4-7	a. To provide participants with the opportunity to practice participating in an IEP meeting and developing an IEP.	Ninety minutes	Small groups of six

ACTIVITY 4-1: THE GENERAL EDUCATOR'S ROLE AND RESPONSIBILITIES IN THE IEP PROCESS

I. Objectives: To identify and define the six steps in the IEP process.

To identify the role of the general educator in each stage of the IEP process.

To name one activity or kind of information that a general educator could do or gather for each of the six steps in the IEP process.

II. Group Size: Small and large group.

III. Time Required: Fifty to sixty minutes.

IV. Physical Setting: Classroom style.

V. Materials:

Facilitator

Lecture notes
Transparencies 4-1 through 4-6
Pre-post test key (optional)
Referral and IEP forms from districts in which the participants currently teach or will be teaching
Description of services available to handicapped students in the districts in which the participants currently teach or will be teaching

Participant

Handouts 4-1 through 4-5
Pre-post test key (optional)

VI. Procedures:

A. Before the Activity:

1. Read the lecture notes and modify to fit the needs of the group.

2. Duplicate handouts.

SCRIPT: THE GENERAL EDUCATOR'S ROLE AND RESPONSIBILITIES IN THE EDUCATION OF HANDICAPPED STUDENTS

1. Today, we're going to discuss how the general educator can participate in the individual education planning (IEP) process for handicapped students. We'll focus mainly on the role of the classroom teacher.

2. This is a list of the terms that will be used during the session. Look them over and feel free to ask questions about unfamiliar words.

   (PUT TRANSPARENCY 4-1 ON THE OVERHEAD AND DISTRIBUTE HANDOUT 4-1.)

3. The IEP process is composed of six stages. Let's look at each one to see how the general educator is involved and the contribution he/she can make at each stage.

4. Pre-referral activities are those a teacher or principal can do when they first suspect a student has a problem. If it is determined that the student has a problem, the information gathered at this stage will be helpful when developing the IEP.

   (PUT TRANSPARENCY 4-2 ON THE OVERHEAD AND DISTRIBUTE HANDOUTS 4-2 AND 4-3.) GIVE THE PARTICIPANTS A FEW MINUTES TO READ THEM.)

5. Handout 2 summarizes the procedures a general educator can go through to perform some of the pre-referral activities. Such activities are informal procedures which differ from the more structured screening procedures that also occur in schools. Handout 3 explains some of the actual activities teachers and principals can do to determine if the student has a problem.

6. Any questions or comments?

   (THE FACILITATOR MAY WISH TO STRESS WHAT HE/SHE THINKS ARE THE MAJOR POINTS OF THE ARTICLE AND/OR SUGGEST PRE-REFERRAL ACTIVITIES THAT HE/SHE THINKS ARE PARTICULARLY USEFUL.)

7. If these pre-referral activities indicate a need, the teacher and/or principle may decide to refer the student which is step two in the IEP process. General educators involvement in this step focuses on completing the referral form as explicitly as possible using information gathered from pre-referral activities and other information obtained since the initial concern for this student surfaced. Referral forms may vary slightly from one school district to the next. Here is a sample of one.

   (DISTRIBUTE HANDOUT 4-4.)

8. Stage three-assessment-is next. This is where we gather information about the student's behavior to help us make decisions about his/her educational development. Some areas we need to gather information about are academic, intellectual, social/emotional, health/physical, speech/language, environmental and vision/hearing.

(DISTRIBUTE HANDOUT 4-5.)

9. Please form small groups of three or four. I will assign each small group one of the areas listed on the handout. Select a recorder and brainstorm the kinds of information you think a general educator could gather about a handicapped student in the area assigned to your group. For example, in the vision/hearing area, you might decide that the teacher may observe the student to see if he/she squints. In the social/emotional area, the teacher might report on how the student interacts with peers. Be as specific as possible with your suggestions. Instead of listing that the teacher could gather information about the student's reading ability, write what specific things about the student's reading the teacher should notice such as comprehension.

(THE FACILITATOR SHOULD ASSIGN ONE AREA TO EACH GROUP. IF THERE AREN'T ENOUGH GROUPS FOR EACH AREA, ASK SOME GROUPS TO DIVIDE OR DO ONE AREA YOURSELF.)

10. Any questions about this activity? Take about five minutes to do it.

11. What are some ideas you came up with?

(RECORD THE SUGGESTIONS ON A BLANK TRANSPARENCY.)

12. You have brainstormed the types of information general educators could gather in each of these seven areas. Special educators, parents, psychologists and many other support personnel will also be gathering and reporting information on the student's behaviors. Assessment, like the actual writing of the IEP, is a team effort which involves all team members.

13. Now let's look at some of the techniques, or procedures, general educators can use to gather this information. Observation is one technique that is frequently used. It can be used to assess a student's behavior in a group, his relationships with peers and adults, work habits and so forth. The classroom teacher has more of an opportunity to observe a student's behavior over a period of time which is why he/she can use this technique so effectively.

14. There are many ways to observe students. One way is to use checklists. Here is an example of one.

(DISTRIBUTE HANDOUT 4-6.)

15. The teacher can look for these behaviors over a period of days. Any questions on the use of checklists? You can develop a checklist for each specific objective you're teaching. Task analysis is one way to do so.

(PUT TRANSPARENCY 4-3 ON THE OVERHEAD AND DISTRIBUTE HANDOUT 4-7)

16. Let's say I wanted to determine why a student was having trouble learning consonant-vowel-consonant words like MAT. Applying task analysis, I would determine all the sub-steps the student needed to do to be able to read

the word. Then, I would develop a way to observe, or test, each of those skills to see if he/she could do them or not.

17. Any questions?

(DISTRIBUTE HANDOUTS 4-8 and 4-9.)

18. Here are some examples of other forms teachers can use to observe children. These two forms can be used to gather information on how the student learns. General educators are the best people to gather learning style data because they see the student over a long period of time in many settings whereas a special educator may see the student only during the reading period, for example.

19. Handout 8 can be completed by a teacher, student teacher or volunteer. Any questions on it?

20. The general educator can give handout 9 to the student and ask him/her to read and complete it or he/she could read it to the student. This is good information to have on all students - not just those you think are handicapped.

This handout is for elementary students. For secondary students, you would probably want to use a question and answer format. Some questions you might include are, "When the teacher asks me to read an assignment, I feel______________________."

(DISTRIBUTE HANDOUTS 4-10 AND 4-11.)

21. Informal reading and math tests are examples of another procedure general educators can use to gather information. Take a few minutes to read these. Do you have any questions?

22. Another technique general educators can implement is error pattern analysis. It is described on these handouts.

(DISTRIBUTE HANDOUTS 4-12 and 4-13 AND PUT TRANSPARENCIES 4-4 AND 4-5 ON OVERHEAD. DISCUSS THE HANDOUTS WITH THE GROUP.)

23. Error Pattern Analysis is a technique teachers use all the time but they often don't think of it as providing them with important information. In reality, it may provide very pertinent and specific information - the kind we need when programming for a student. Teachers can apply Error Pattern Analysis to a student's worksheets or completed tests. They don't need to write down all the information but they can go through the process mentally so they have some hypothesis in mind as to why the student is having problems.

24. Are there other areas of assessment you'd like to discuss?

25. In the assessment stage, the general educator will be gathering much information. It is also necessary to have a process for organization so all of it can be presented clearly and quickly at the IEP meeting.

26. Two ways to do this are:

    a. a form like the Referral Form

    b. a "can/can't do" list which is a paper divided into the columns on which the teacher lists all the skills a student can do in one column and all the skills he/she can't do in the other.

27. The next stage in the IEP process is developing the IEP and deciding on the student's placement - where he/she can best be taught the IEP goals and objectives.

    (DISTRIBUTE AN EXAMPLE OF AN IEP FORM USED IN THE DISTRICT WHERE MOST OF THE PARTICIPANTS ARE, OR WILL BE, TEACHING AND EXPLAIN HOW IT IS COMPLETED.)

28. General educators should bring the assessment information they have gathered to the IEP meeting. This information can be used to develop the present level of performance statement. This statement summarizes the strengths and weaknesses of the student in all of the areas - academic, social and so forth-in which he/she is having problems.

29. When it comes to writing goals and objectives, the general educator should contribute by stating what his/her priority goals and objectives are for the student. It is a good idea for the teacher to think about this question before coming to the meeting. You can examine your course outline or syllabus to determine what goals the student should accomplish. You can also ask the student what he/she would like to learn to do next.

30. Remember that the IEP is developed by a team of people concerned with educating a handicapped student. Special educators, parents, support personnel and, in some cases, the student, will help write the IEP. They, too, will be reporting assessment information and suggesting goals and objectives.

31. After the IEP is developed-the general educator is involved throughout the whole meeting - the placement decision needs to be made. This includes deciding where the student will receive services and how much time he/she will spend in the general education classroom. It is critical that the general education teachers be involved in making this decision.

    (DISTRIBUTE HANDOUT 4-14.)

32. Take a few minutes to look at these questions. Any questions or comments? The placement decision can be made only after the goals and objectives and other services, such as adapted physical education, are decided for the student.

33. It is important that general educators are aware of the program options that are available for the student. For example, they need to know if resource rooms or itinerant services are available.

    (AT THIS POINT, THE INSTRUCTOR SHOULD INSERT INFORMATION ON THE PROGRAM

OPTIONS AVAILABLE IN THE DISTRICTS WHERE MOST OF THE PARTICIPANTS ARE, OR WILL BE, TEACHING.)

34. Knowing what program options are available and the kind of questions to consider when making the placement decision will help you, the general educator, be better able to participate with the team in making this decision.

35. The fifth area in the IEP process is implementation. The general educator is involved at this stage in many ways.

36. First, he/she, the special educator and other team members need to develop the specific prescriptive program. In other words, they need to decide the details of who is going to teach what, when and with what materials.

37. Another area that the general educator is involved in at this stage is preparing the non-handicapped students in his/her class to work with and understand the handicapped student. He/she needs to clear up any misunderstandings or misconceptions that non-handicapped students may have about the handicapped.

(DISTRIBUTE HANDOUT 4-15.)

38. This is a bibliography of some commercial films and publications that are available on this topic. The counselor and special educator in your building might help you conduct such a program. Any questions or comments?

39. A third way a general educator is involved is by adapting instructional materials that he/she uses in his/her class so they can be used with the handicapped. The classroom teacher should receive assistance in doing so from the special educator.

40. Also, the general educator is responsible for teaching the handicapped student daily. Because of this, he/she may need some assistance in managing his/her classroom to include the handicapped student with an individualized program. Techniques on scheduling, room arrangements and so forth will be important for the teacher to know to ensure his/her active involvement in the implementation stages.

41. The last area general educators should be concerned about in the implementation stage is with parents of the handicapped. General educators should be invited to attend any meeting the special education teacher may be having with the parents.They should, in turn, invite the special educator to any meetings they may have.

42. Questions or comments? This stage of implementation is really an important one as far as general education involvement is concerned.

43. The last stage of the IEP process is reviewing student progress. Throughout the implementation phase, the general educator should be gathering information on how the student is progressing toward accomplishing the goals and objectives the general educator is responsible for teaching him/her.

44. This information can serve two purposes:

a. it gives us data on the student's progress which can serve as a motivator for the student and teacher to meet the goals; and

b. it provides valuable information for writing next year's IEP.

45. The general educator may need assistance from the special educator to gather this data. This transparency mentions the various ways this kind of information can be gathered.

(PUT TRANSPARENCY 4-6 ON OVERHEAD.)

46. So, at this stage, the general educator should share the information he/she has been gathering as well as help with developing the new IEP as he/she did before.

(PUT TRANSPARENCY 4-1 ON OVERHEAD.)

47. Let's review how the general educator is involved at each step of the IEP process. Who can tell me one activity that a general educator could do at each of these stages?

(RECORD RESPONSES ON THE TRANSPARENCY. ENCOURAGE MORE THAN ONE RESPONSE FOR EACH STAGE.)

48. Questions or comments about anything we've discussed today?

(AT THIS TIME, THE INSTRUCTOR MAY WISH TO OUTLINE FOR THE GROUP HOW EACH OF THESE SIX STAGES, AND THE GENERAL EDUCATOR'S ROLE IN THEM, WILL BE DISCUSSED AT FUTURE MEETINGS.

IF TIME PERMITS, THE FACILITATOR MAY WISH TO DISCUSS THE ROLE AND RESPONSIBILITIES OF THE SPECIAL EDUCATORS, PARENTS, AND SUPPORT PERSONNEL IN THIS PROCESS.)

IEP PROCESS

PRE-REFERRAL

REFERRAL

ASSESSMENT

DEVELOPING THE IEP

IMPLEMENTING THE IEP

REVIEWING THE IEP

PROCEDURES FOR PRE-REFERRAL ACTIVITIES

1. SELECT ONE OR TWO OBSERVATION AND FORMAL AND/OR INFORMAL SCREENING PROCEDURES AND IMPLEMENT THEM.

2. FROM THE INFORMATION GATHERED, DETERMINE IF THE STUDENT HAS A PROBLEM.

3. REVIEW THE POSSIBLE MODIFICATIONS YOU CAN MAKE IN THE CLASSROOM THAT MIGHT POSSIBLY DECREASE OR ALLEVIATE THE PROBLEM.

4. SELECT ONE MODIFICATION TO IMPLEMENT.

5. TRY IT FOR AT LEAST FIVE DAYS.

6. RECORD DAILY HOW THE STUDENT WAS AFFECTED BY THE MODIFICATION.

7. AFTER FIVE DAYS, REVIEW YOUR DAILY RECORDS.

8. DECIDE IF THE MODIFICATION WAS SUCCESSFUL. IF SO, CONTINUE USING IT.

9. IF THE MODIFICATION IS NOT SUCCESSFUL, SELECT ANOTHER ONE FROM A DIFFERENT CATEGORY AND REPEAT STEPS 5-8.

10. CONTINUE TRYING DIFFERENT MODIFICATIONS UNTIL YOU FIND ONE THAT IS SUCCESSFUL OR UNTIL YOU HAVE IMPLEMENTED ONE FROM FOUR OR FIVE DIFFERENT CATEGORIES.

TASK ANALYSIS

TASKS	CHECKS TO DETERMINE MASTERY/NONMASTERY
1. Attends to teacher and task.	Observe the student to see if he/she has eye contact with the word card and/or teacher for ___ minutes.
2. Demonstrates an understanding of the key words in the directions ("read", "word").	Ask the student what "read" means or point to a word.
3. Moves left-to-right.	Ask him/her to point to where he/she would start reading the word.
4. Matches a letter sound to the correct letter symbol.	Ask him/her to tell you the sound of each letter.
5. Says short "a" sound when he/she sees the letter "a" between two consonants in a three-letter word.	Present three letter nonsense words with the letter "a" in the middle. Ask him/her to read them and listen if he/she says the short "a" sound.
6. Sequences sounds.	Ask the student to say each letter sound in order.
7. Blends the individual sounds into the word.	Ask him/her to say all the sounds of the individual letters together. Try to say the sounds together faster and faster.
8. Says the whole word.	Ask him/her to repeat the word after you have said it.

ERROR PATTERN ANALYSIS

Multiplication Worksheet I

1.

247
x 25
1235
4940
(5175)

No. 1 is not carried and added into the thousands column.

CORRECT ANSWERS: 6175

2.

247
x801
247
000
97400
(97647)

Multiplication fact error: 8x7; when the student multiplied 8x2 and carried 3 for a total of 19, he/she wrote down only the 9.

197847

3.

545
x247
4815
1800
1090000
(1096615)

When the student multiplied 7x5 and added 3, he/she got 48. It appears as if he/she did not multiply 4x5. He/she wrote down what 4x4+2 was and may have forgotten the next step. He/she also moved over too many columns when he/she multiplied 545x2 in the hundreds column.

134615

4.

247
x 45
1245
9880
(100125)

Multiplication fact error: 7x5. 1 isn't carried & added into the thousands column. 10 is written in the ten thousands column instead of just 1.

CORRECT ANSWERS: 11115

5.

247
x 42
494
9880
10374

O.K.

Step 1: Find and mark errors,

Step 2: Fill in correct response,

Step 3: Describe errors . (Comments above and on the next page typed in italics are examples of such descriptions.)

Transparency 4-5

ERROR PATTERN ANALYSIS

Multiplication Worksheet II

1.
1010 *O.K.*
x 247
7070
40400
202000
249470

2.
7432
x 247
52024
298280
1486400
(1836704)

When multiplying 847x4, he/she multiplied 4x4 and added 1 for 18 instead of 17.

3.
382
x 247
2654
15380
76400
(94434)

Multiplication fact error: 8x7.

CORRECT ANSWERS:
2. 1835704
3. 95354

4.
482 *O.K.*
x 247
3374
19280
96400
119054

5.
222 *O.K.*
x 247
1554
8880
44400
54834

6.
847
x 247
5729
33880
169440
(1739009)

Multiplied 8x7 and added 3 for 56 instead of 59. When adding the columns, he/she added 3+6 plus a carried 1 in the ten thousand column. Instead of getting 10, he/she got 3. The other two numbers don't belong.

CORRECT ANSWERS:
6. 209209

Step 4: Write a tentative conclusion: the student computes 7x5 as 45 and 8x7 as 54. He/she also has some problems remembering to add in a 1 he/she has carried over from another column. This occurred two times but there were other instances when he/she did add in a carried number. He/she wrote down 9 one time instead of 19. He/she forgot to multiply one number. He/she made one place value error. These may be random errors and not a pattern unless there is evidence on other worksheets.

Step 5: To confirm the conclusion, check worksheets where the student was asked to multiply by only one digit or where the student was asked to add. Determine if there is a pattern of errors he/she made on those worksheets. Ask the student to complete a worksheet with you and explain to you how he/she works each problem.

Step 6: Based on the information gathered in Steps 4 and 5, write a diagnostic hypothesis.

METHODS TO EVALUATE STUDENT PROGRESS

1. FORMAL AND INFORMAL TESTS.
2. TEACHER OBSERVATION.
3. ANECDOTAL RECORDS.
4. DAILY LOG.
5. CHARTS AND GRAPHS.
6. FILE OF STUDENT'S WORK.
7. COURSE TESTS THAT ACCOMPANY TEXTS.
8. CHECKLISTS.
9. INTERVIEWING STUDENT.
10. INTERVIEWING STUDENT'S TEACHERS AND PARENTS.

PRE-POST TEST KEY: THE GENERAL EDUCATOR'S ROLE AND RESPONSIBILITIES IN THE EDUCATION OF HANDICAPPED STUDENTS

AGENDA FOR AN IEP MEETING

1. Introduction of committee members

2. Explanation of purpose of meeting

3. Summary of student's history

   ✓ Why the student was referred

   ✓ School services student is now receiving

   ✓ Special health problems

   ✓ Other agencies student has been referred to

   ____ If appropriate, summary of student's developmental history

4. Summary of evaluation results

   ✓ What the test results indicate the student can and can't do

5. Development of the IEP

   ✓ Current levels of educational performance

   ✓ Goals of:

      1) student
      2) parent
      3) others

   ✓ Objectives and evaluation procedures

   ✓ Extent of participation in regular programs

   ✓ Dates of initiation and duration of services to be provided (indicate the anticipated length of time in proposed program)

   ✓ Related services needed (i.e. adapted physical education)

   ✓ Assignment of who is responsible to implement and monitor certain parts of the plan

6. Recommended placement

   ✓ Where the student could best be taught the goals and objectives listed on the IEP and receive the necesssary related services.

7. Assignment of case manager

8. Signing of IEP and placement forms and other forms, if necessary

9. Adjournment

QUESTIONS TEAM MEMBERS SHOULD BE PREPARED

TO DISCUSS AT THE IEP MEETING

1. What has been done for the student prior to the special education referral? What instructional materials and alternative strategies have been tried?

2. Have all the procedural requirements been met? For example, have the parents or an eligible student been given an opportunity to see the information from which a decision will be made, has due process been given and are time lines in order?

3. Are the student's hearing and oral mechanisms normal?

4. How does the student relate to his/her peers?

5. What are the specific characteristics of the learner?

6. Does the student have normal receptive language skills?

7. What are the strengths and weaknesses of various program options that are available to the student (i.e. resource room)?

8. What is the referred student's potential?

9. Specifically, what can the student do?

10. What is the frequency of the presenting problem?

11. Does the problem affect all aspects of the learning process?

TERMINOLOGY

1. Pre-Referral--The initial stage of the individual educational planning process. Educational information is evaluated to determine if a student has/hasn't a problem.

2. Formal Screening--Methods used to gather information about a child using standard procedures for the purpose of determining the need for further diagnostic work.

3. Informal Screening--A less structured method used to gather information about a child using standard procedures for the purpose of determining the need of further diagnostic work.

4. Kinesthetic--Movement related to muscular activity.

5. Referral--The second step of the individual educational planning process, in which educational data is gathered to determine if more specific testing is necessary to evaluate learning needs.

6. Assessment--The third phase of the individual educational planning process. During this stage information is collected about the student's cognitive, social, motor, etc., behavior to help make decisions about his/her development.

7. Anecdotal Record--A written description of an incident of an individual's behavior that is reported objectively.

8. Informal Reading Inventory--Tests constructed to locate general levels of functioning.

9. Task Analysis--The breakdown of a skill into subskills of graduated sequences of difficulty.

10. Error Analysis--An examination of the errors a student made on a variety of educational work assignments such as worksheets or tests.

11. Diagnostic Hypothesis--A possible explanation for a nonmastered skill based on an analysis of an individual's test data or work sample.

12. Individual Educational Plan--An educational description developed for each student with special needs which specifies goals and objectives to be achieved during the special education program.

13. Placement--The educational program where a student is best taught.

PROCEDURES FOR CONDUCTING PRE-REFERRAL ACTIVITIES

If you suspect a student has learning or behavioral problems:

1. Select one or two observation and formal and/or informal screening procedures and implement them.
2. From the information gathered, determine if the student has a problem.
3. Review the possible modifications you can make in the classroom that might possibly decrease or alleviate the problem.
4. Select one modification to implement.
5. Try it for at least five days.
6. Record daily how the student was affected by the modification.
7. After five days, review your daily records.
8. Decide if the modification was successful. If so, continue using it.
9. If the modification is not successful, select another one from a different category and repeat steps 5-8.
10. Continue trying different modifications until you find one that is successful or until you have implemented one from four or five different categories.

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PRE-REFERRAL ACTIVITIES

These activities are usually conducted by a classroom teacher or principal when a student is first thought to have a learning or behavioral problem. They include:

1. Observing and formally and/or informally screening a student to determine if he/she is having some sort of problem, and

2. Making minor adjustments in the classroom's environment and/or academic approaches to determine if the student's problem can be alleviated.

The informal screening techniques and the adjustments in the classroom environment are procedures that classroom teachers and principals can do with or without assistance from special educators. When implementing formal screening techniques, however, teachers and principles may wish to ask special educators for their recommendations.

If the observation and screening reveal that a student does have a problem that occurs consistently and if adjustments are made that alleviate this problem the student does not need to be referred for special education services. If the modifications do not work, the student should then be referred.

The following is a list of informal procedures a teacher or principal can use to screen a student. It is not a complete list but outlines some suggestions. Not all of the procedures need to be implemented - perhaps one or two of them will give you the information you need to decide if the student really has a problem.

Informal Screening Procedures

RECORDS

- Check the student's folder to determine if there is any other mention of a behavior or learning problem.

- Check the student's absentee rate.

CLASSROOM/PLAYGROUND OBSERVATIONS

- Note the interactions the student has with other students and teachers.

- Notice if there appears to be any vision, hearing or general health problems.

- Observe if he/she responds better to written or oral directions.

- Observe if the student answers and asks questions during class discussions.

- Notice if he/she works independently or needs direct teaching.

- Notice if he/she follows class rules and procedures such as "in seat behavior," and handing assignments in on time.

- Determine what the student's interests are and what motivates him/her by observing how he/she works when given an assignment in a subject area.

    a. Does he/she "groan" when asked to read orally?

    b. Does he/she complete his/her math assignments very quickly without reading the worksheet directions?

    c. Also observe what he/she does during free time.

- Observe if the student responds more appropriately if he/she realizes he/she will receive some kind of "reward".

- Note if certain types of assignments are usually completed on time, or are late; if there is a difference in the student's response for a long rather than short assignment, if certain assignments are not finished completely.

STUDENT WORKBOOKS/WORKSHEETS

- Examine worksheets and workbook pages to determine what skills the student can and can't do.

- Check assignments to determine what kinds of errors the student is making and if there is a pattern to them.

INTERVIEW THE STUDENT

- Ask the student if he/she feels he/she has a problem and, if so, what the two of you could do to solve it.

- Ask the student what his/her special interests are and/or what he/she would like to learn.

- Ask the student how he/she learns best, (i.e. if content is presented visually, auditorially?). [1]

Some of the student records you may review contain a form which you must sign indicating that you have read the file. If so, be sure to sign it. After analyzing the results of the screening procedures, you may determine that the student does not have a problem. What may have appeared to be a problem was, perhaps, a random error or just "one of those days" that everyone has at one time or another. However, if information from your procedure indicates that a problem might really exist, try a few of the following classroom modifications to see if one or two of these minor adjustments might alleviate the student's difficulties. It is suggested that you select at least one modification from four or five different categories. However, implement only one of the modifications at a time. If you try two modifications at the same time and the student's problem decreases or disappears, you won't know which alteration promoted the change.

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[1] Adapted from Green, M., Individualized Education Program: A Team Approach. Des Moines, IA: Midwest Regional Resource Center, 1978; Johnson D., Blalock, J., and Nesbitt, J., "Adolescents with Learning Disabilities: Perspectives from an Educational Clinic," Learning Disability Quarterly, Vol. 1, Number 4, Fall, 1978; and Schmitt, I., Procedures to Guarantee An Individualized Education Program for Each Handicapped Student. Bismarck, ND: Department of Public Instruction, 1979.

When you select a modification to implement, try it for at least a week. Each day, record whether or not you thought the modification helped the student. At the end of five days, review your records and determine if the modification was successful or if you want to try another.

Classroom Modifications

PRESENTATION

(Vary the way you present the content)

- Verbal (lecture, discussion)
- Written (tests, worksheets)
- Demonstration

RESPONSE

(Vary the way the student is asked to respond)

- Motor (written, demonstrate the answer, art work, shop projects)
- Oral (individual response, group discussion, role playing, dramatics)

MATERIALS

(Vary materials used to teach certain concepts to determine if the student learns more efficiently if information is presented to him/her through a certain modality-visual, auditory, kinesthetic, tactile or a combination of these)

- Manipulatives (tactile)
- Tapes (auditory)
- Filmstrips, movies, transparencies (visual)
- Chalkboard (visual, kinesthetic)
- Language master (visual, auditory)

GROUPINGS

(Vary group size depending on student's needs)

- Independent work
- One-to-one instruction (use of volunteers, peer tutors, cross-age tutors)
- Divide class into pairs
- Small group instruction
- Large group instruction

PHYSICAL ENVIRONMENT

(Vary the physical environment to determine if it is having an effect on the student)

- Seating
- Lighting
- Acoutics
- Space
- Distractions

METHODS

(Vary teaching methods used to teach the student to determine if a certain method, or combination of methods affects the student's learning or behavior problems)

- Repetition
- Discovery learning
- Programmed materials
- Activity centers
- Reinforcement
- More teacher or student directed instruction
- Contracted assignments
- Cue words/gestures
- Preview questions

CURRICULUM

(Slight adaptations in curriculum may affect the student)

- Change basal texts in content areas
- Adjust assignments - level of difficulty
- Adjust amount to be learned at one time

MANAGEMENT

(Varying the procedures used to structure and reward the student may affect his/her learning/behavior problems)

- Reinforcement systems (praise, notes sent home, free time, special activity)
- Time out procedures
- Clearly stated classroom rules [2]

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[2] Adapted from Green, M., The Individualized Education Program: A Team Approach. Des Moines, IA: Midwest Regional Resource Center, 1978; Johnson, D., Blalock, J., and Nesbitt, J., "Adolescents with Learning Disabilities: Perspectives from an Educational Clinic," Learning Disability Quarterly, Vol. 1, Number 4, Fall, 1978; and Schmitt, I., Procedures to Guarantee An Individualized Education Program for Each Handicapped Student. Bismarck, ND: Department of Public Instruction, 1979.

REFERRAL FORM

Child's Name Jimmy Smith

School Lincoln Elementary

Age 9-4 Birthdate 6-2-71

Address 100 Main St.
Des Moines, Iowa

Parent's Name Carl Smith

Address 367 Carpenter

Phone 375-4281

Phone 375-4672

Principal Mr Jones

(Each teacher that has the above student attending class will complete this form.)

Teacher completing form Mr. Farr

Date 3/7

Subject(s) taught Math

Materials used in class Houghton Mifflin Math Series, Teacher-made materials

Level of materials 4th grade

I. Describe what you would like the child to be able to do in class that he/she does not presently do.

1. Be on time to class
2. Divide 3-digit numbers by 2-digit numbers with no remainder
3. Complete daily work

II. Please describe what the child does and what he does not do.

DOES DO	DOES NOT DO
1.) Works quietly	1.) Trouble dividing 2-digit by 2-digit numerals
2) Works well with peers	2) Fails to carry in ten's place and higher when multiplying
3) Can add and subtract 3-digit numbers	
4) Is neat on assignments	

III. Describe what you have done to help the child cope with his problems.

Talked to Jimmy and parents during conferences. Worked with him after school. Gave flashcards to reinforce math facts in division

AREAS	WHAT KINDS OF INFORMATION CAN A GENERAL EDUCATOR GATHER IN EACH AREA?
1. Academic	
2. Intellectual	
3. Social/Emotional	
4. Health/Physical	
5. Speech/Language	
6. Environmental	
7. Vision/Hearing	

HANDOUT 4-6

FIGURE 1

WE CAN HELP!

If any of the students you teach exhibit any or a combination of the behaviors listed below, over a period of time, that student may have a learning problem.

Mark any of the behaviors listed below exhibited by a student you think may have a learning problem.

_____ Short attention span

_____ Variability of moods

_____ Inability to get along with peers or teachers

_____ Erratic performance within a subject area

_____ Experiences difficulty following verbal and/or written directions

_____ Is frequently truant

_____ Squints when reading from the blackboard

_____ Slurring of speech

_____ Fails to respond to the normal level of speech

_____ Experiences difficulty completing classroom assignments

_____ Rubs and blinks eyes frequently

_____ Frequently complains of physical or medical problems

_____ Appears to forget simple concepts from one day to the next

_____ Appears to be more clumsy than peers

_____ Over-reacts emotionally to minor incidents

_____ Poor handwriting

_____ Difficulty with spelling

_____ Has to be doing something all the time like tapping fingers or feet, grimacing, etc.

_____ Reads at a lower level that most students at his/her level

If it appears that you are making quite a few marks over a two week time period, you may want to discuss the problem with the student or refer the student to the appropriate personnel for further evaluation.

TASK ANALYSIS

TASKS	CHECKS TO DETERMINE MASTERY/NONMASTERY
1. Attends to teacher and task.	Observe the student to see if he/she has eye contact with the word card and/or teacher for ___ minutes.
2. Demonstrates an understanding of the key words in the directions ("read", "word").	Ask the student what "read" means or point to a word.
3. Moves left-to-right.	Ask him/her to point to where he/she would start reading the word.
4. Matches a letter sound to the correct letter symbol.	Ask him/her to tell you the sound of each letter.
5. Says short "a" sound when he/she sees the letter "a" between two consonants in a three-letter word.	Present three letter nonsense words with the letter "a" in the middle. Ask him/her to read them and listen if he/she says the short "a" sound.
6. Sequences sounds.	Ask the student to say each letter sound in order.
7. Blends the individual sounds into the word.	Ask him/her to say all the sounds of the individual letters together. Try to say the sounds together faster and faster.
8. Says the whole word.	Ask him/her to repeat the word after you have said it.

FORM FOR OBSERVING LEARNING STYLE

Student____________________
Date____________________
Observer____________________

This form could be used whenever the class is given a choice of ways to work on a task. Observe to see how each child chooses to work during this time. This form should be used five times so that children's choice patterns will be apparent.

EDUCATIONAL OBJECTIVE:______________________________

NAMES	MEDIA/PROCEDURE CHOSEN (i.e. workbook, filmstrip, observing others, etc.)	GROUP SIZE (individual, groups of two, etc.)

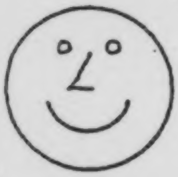
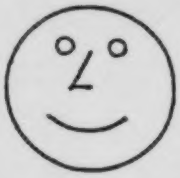
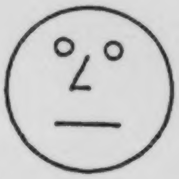
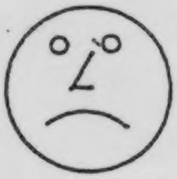
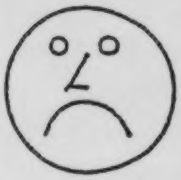
NOTES:

Length of observation:__________
Time of observation:__________

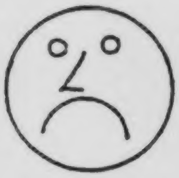
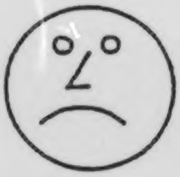
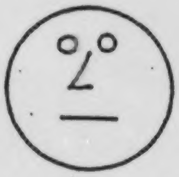
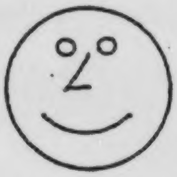
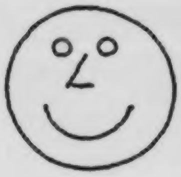
HANDOUT 4-9

HOW I FEEL

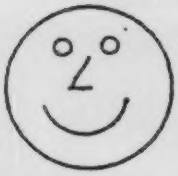
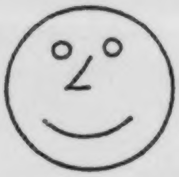
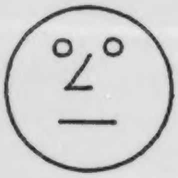
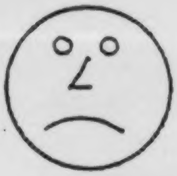
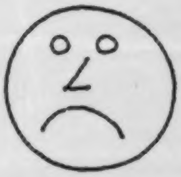
1. When I work with my best friend, this is how I feel.

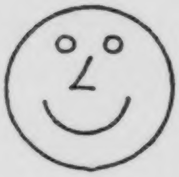
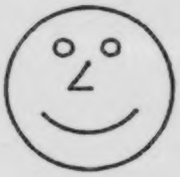
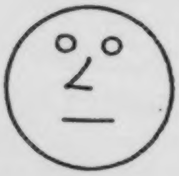
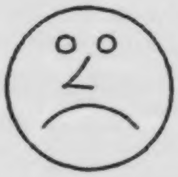
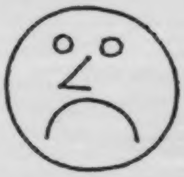
2. This is the way I feel when I work by myself.

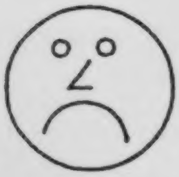
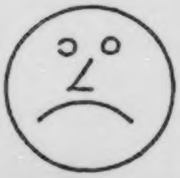
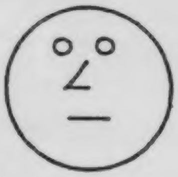
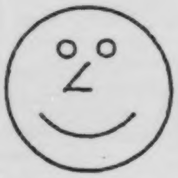
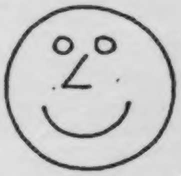
3. When I work with a group of boys, this is how I feel.

4. When I work with a group of girls, this is how I feel.

5. This is the way I feel when a teacher works with me by myself.

CONSTRUCTING A READING TEST

Select passages of fifty to one hundred words from different levels within your reading series or within a level at the beginning, middle, and ending of a book. Have the child read the selections aloud. Record errors. Have the child retell the selection he has read or ask previously prepared questions related to the selection. Additional information can be found if different types of questions are used. You may want a question related to details, main idea, vocabulary, and reading between the lines for each passage.

Find the percentage of words read and questions answered correctly. The following set of criteria indicate three reading levels.

Level:	Word Recognition	Comprehension
Independent	99%	90%
Instructional	95%	75%
Frustration	90%	50%

A child's INDEPENDENT LEVEL is the level at which a child can read on his own and do a perfect job of handling the material. Library reading, homework, increasing rate and flexibility should be at this level.

A child's INSTRUCTIONAL LEVEL is the level at which he should be taught. It is at this level the teacher can build on previously acquired skills and increase word analysis and comprehension skills. Knowledge of the child's instructional level is essential to the teacher for this is the child's "growing edge".

A child's FRUSTRATION LEVEL is the point at which the child is completely unable to handle reading materials. This information tells the teacher the kind of material to avoid with this student.

Using this procedure, the teacher can determine the student's readiness levels and needs in a logical way by seeing how a pupil functions in an actual reading situation.

INFORMAL ARITHMETIC INVENTORY

The informal arithmetic inventory is a technique that can be used to appraise the effectiveness of different teaching methods, establish instructional groups, determine student readiness for new material or determine the exact nature of computational or reasoning problems. Arithmetic inventories can take the form of survey tests, which give students a few problems across many areas at several levels, or in-depth tests, which present many problems in a given area. To place a new student in an appropriate instructional group one would do a survey. However, to determine whether a student could for example, consistently do regrouping in subtraction, would require a more in-depth inventory.

Constructing the test

1. Determine the skill area to be assessed. Will you use a survey on an in-depth assessment?
2. Consult a text or program used in the school to determine a sequence of skills.
3. Select a range of problems from simple to complex in the skill area you are assessing. Select a range from first grade to 2 grade levels above pupil's present grade.
4. Label each problem selected as to its level and skill.
5. Include both computational and reasoning problems.

Administering the test

1. Administer the problems orally since we do not want to assess the student's reading ability.
2. Begin with easy problems and move to difficult ones.
3. For a survey, administer a sequence of problems on a level at which you feel the student can succeed. If the student scores 95% correct, administer a comparable sequence of problems on a more difficult level.
4. Continue the procedure until the student reaches a level at which s/he is unable to complete 75% or the problems.

Interpreting the test

1. Survey - the last level at which the student can answer at least 85% of the problems correctly is the general level of mathematical ability.

2. In-depth - the level of difficulty at which the student can no longer answer the problems is where his/her skill deficiency in that area begins.

The following are arithmetic skills a teacher might wish to test.

- Readiness
- Numeration
- Whole numbers
  - Basic facts +,-,x,÷
  - Computation +,-,x,÷
- Fractions
- Decimals/Percents
- Measurement
- Geometry
- Time/Money
- Applications
- Reasoning

HANDOUT 4-12

ERROR PATTERN ANALYSIS

Multiplication Worksheet I

1.
$$\begin{array}{r} 247 \\ \underline{\times\ 25} \\ 1235 \\ \underline{4940} \\ (5175) \end{array}$$

No. 1 is not carried and added into the thousands column.

CORRECT ANSWERS: 6175

2.
$$\begin{array}{r} 247 \\ \underline{\times 801} \\ 247 \\ 000 \\ \underline{97400} \\ (97647) \end{array}$$

Multiplication fact error: 8x7; when the student multiplied 8x2 and carried 3 for a total of 19, he/she wrote down only the 9.

197847

3.
$$\begin{array}{r} 545 \\ \underline{\times 247} \\ 4815 \\ 1800 \\ \underline{1090000} \\ (1096615) \end{array}$$

When the student multiplied 7x5 and added 3, he/she got 48. It appears as if he/she did not multiply 4x5. He/she wrote down what 4x4+2 was and may have forgotten the next step. He/she also moved over too many columns when he/she multiplied 545x2 in the hundreds column.

134615

4.
$$\begin{array}{r} 247 \\ \underline{\times\ 45} \\ 1245 \\ \underline{9880} \\ (100125) \end{array}$$

Multiplication fact error: 7x5. 1 isn't carried & added into the thousands column. 10 is written in the ten thousands column instead of just 1.

CORRECT ANSWERS: 11115

5.
$$\begin{array}{r} 247 \\ \underline{\times\ 42} \\ 494 \\ \underline{9880} \\ 10374 \end{array}$$

O.K.

Step 1: Find and mark errors,

Step 2: Fill in correct response,

Step 3: Describe errors . (Comments above and on the next page typed in italics are examples of such descriptions.)

HANDOUT 4-13

ERROR PATTERN ANALYSIS

Multiplication Worksheet II

1. $$\begin{array}{r} 1010 \\ \times\ 247 \\ \hline 7070 \\ 40400 \\ 202000 \\ \hline 249470 \end{array}$$

o.k.

2. $$\begin{array}{r} 7432 \\ \times\ 247 \\ \hline 52024 \\ 298280 \\ 1486400 \\ \hline (1836704) \end{array}$$

When multiplying 847x4, he/she multiplied 4x4 and added 1 for 18 instead of 17.

3. $$\begin{array}{r} 382 \\ \times\ 247 \\ \hline 2654 \\ 15380 \\ 76400 \\ \hline (94434) \end{array}$$

Multiplication fact error: 8x7.

CORRECT ANSWERS:	1.	2.	3.
		1835704	95354

4. $$\begin{array}{r} 482 \\ \times\ 247 \\ \hline 3374 \\ 19280 \\ 96400 \\ \hline 119054 \end{array}$$

o.k.

5. $$\begin{array}{r} 222 \\ \times\ 247 \\ \hline 1554 \\ 8880 \\ 44400 \\ \hline 54834 \end{array}$$

o.k.

6. $$\begin{array}{r} 847 \\ \times\ 247 \\ \hline 5729 \\ 33880 \\ 169440 \\ \hline (1739009) \end{array}$$

Multiplied 8x7 and added 3 for 56 instead of 59. When adding the columns, he/she added 3+6 plus a carried 1 in the ten thousand column. Instead of getting 10, he/she got 3. The other two numbers don't belong.

CORRECT ANSWERS:	4.	5.	6.
			209209

Step 4: Write a tentative conclusion: the student computes 7x5 as 45 and 8x7 as 54. He/she also has some problems remembering to add in a 1 he/she has carried over from another column. This occurred two times but there were other instances when he/she did add in a carried number. He/she wrote down 9 one time instead of 19. He/she forgot to multiply one number. He/she made one place value error. These may be random errors and not a pattern unless there is evidence on other worksheets.

Step 5: To confirm the conclusion, check worksheets where the student was asked to multiply by only one digit or where the student was asked to add. Determine if there is a pattern of errors he/she made on those worksheets. Ask the student to complete a worksheet with you and explain to you how he/she works each problem.

Step 6: Based on the information gathered in Steps 4 and 5, write a diagnostic hypothesis.

HOW WELL DOES YOUR PLACEMENT DECISION BALANCE?

The following are a few questions the IEP team may want to consider before deciding on the appropriate educational placement for a student.

GENERAL QUESTIONS

1. What has been done for the student prior to the special education referral that may provide information that will help the team make the placement decision?
2. What kind of classroom structure does the student respond to best?
3. What kind of physical support system does the student need?
4. Are the room and building accessible to the student?
5. What previous attempts have been made to place this student in a least restrictive environment? What information did you gain from that experience that will aid you in planning for the student's next placement?
6. Does the student's (a) behavior, (b) academic need, (c) physical status preclude grouping with non-handicapped individuals?
7. If the student cannot be grouped with non-handicapped peers now, what is being planned to insure that this will be possible in the future?

SPECIFIC QUESTIONS

1. Does the student possess the communication skills (verbal and non-verbal) to participate in the educational program under consideration?
2. Is the student's emotional development comparable to others in the class?
3. Is the student's social development comparable to others in the class?
4. Is the student academically compatible with others in the class in some subjects?
5. Is the student motivated and interested in participating in the receiving classroom?
6. Is the student's age and physical size compatible with others in the class?
7. How large is the receiving class?
8. How does the potential receiving teacher feel about working with a student with this kind of handicap?
9. What are the receiving teacher's skills in working with the handicapped?
10. Does the receiving teacher use a teaching style that is compatible with the student's learning style?

Adapted from Guidelines for Reintegration, developed by the South Dakota Project on Reintegration, Section for Special Education, Pierre, SD, and Information for Decision Making Regarding Determination of the Least Restrictive Environment for Handicapped Pupils by Dr. Timothy Crowner. Both projects were funded by the Midwest Regional Resource Center, Drake University, Des Moines, Iowa.

DEVELOPING POSITIVE ATTITUDES TOWARD THE HANDICAPPED

ACCEPTING INDIVIDUAL DIFFERENCES

by Shirley Cohen
Developmental Learning Materials
7440 Natchez Avenue
Niles, IL 60648
(multi-media kit)
1977, $25.00

APPROACHES TO MAINSTREAMING: TEACHING THE SPECIAL CHILD IN THE REGULAR CLASSROOM

(eight filmstrips/cassettes)
Teaching Resources Corporation
100 Boylston Street
Boston, MA 02116
1976, $72.00

A CHILD IS A CHILD (16mm film)

AIMS Instructional Media Services, Inc.
626 Justin Avenue
Glendale, CA 91201 213/245-1861
$20.00 rental

FEELING FREE: ACTIVITIES AND STORIES

Scholastic Book Services
50 West 44th Street
New York, NY 10036
1978, 63 pages, $2.25

HE COMES FROM ANOTHER ROOM (16mm film)

National Audiovisual Center
Washington, DC 20409
202/763-1891
1976, $12.50 rental

I'M A LOT LIKE YOU (videotape modules)

The Univ. of Wisconsin-Milwaukee
Dept. of Exceptional Education
P. O. Box 413
Milwaukee, WI 53201
1978, $60.00-$90.00 each module
Elementary, 14 modules $910.00
Secondary, 11 modules $730.00

THE INVISIBLE BATTLE: ATTITUDES AND DISABILITY	13 pages
BEYOND THE SOUND BARRIER	19 pages
FREE WHEELING	17 pages
COUNTERPART	18 pages
DIGNITY	21 pages

Regional Rehabilitation Research Inst.
on Attitudinal, Legal, and Leisure Barriers
George Washington University
1828 "L" Street, N.W., Suite 704
Washington, DC 20036
1979, single copies free,
(2-10 copies @ $.25)

LIKE YOU LIKE ME

(ten 16mm films with Teacher Guides)
Encyclopedia Britannica Educ. Corp.
425 N. Michigan Avenue
Chicago, IL 60611 312/321-7311
1978, $920.00 (ind. films $115.00 each)

MAINSTREAMING: WHAT EVERY CHILD NEEDS TO KNOW ABOUT DISABILITIES

(The Meeting Street School Curriculum)
by Susan R. Bookbinder
The Exceptional Parent Bookstore
Statler Office Building, Room 708
Boston, MA 02116
1978, 93 pages, $6.95

MEET CAMILLE & DONILLE: THEY ARE SPECIAL PERSONS	53 pages
MEET DONNY: HE'S A SPECIAL PERSON	47 pages
MEET LANCE: HE'S A SPECIAL PERSON	43 pages
MEET SCOTT: HE'S A SPECIAL PERSON	46 pages

by Margaret H. Glazzard
H & H Enterprises
P.O. Box 1070
Lawrence, KS 66044
1978, $6.95 each

MIMI: THIS WHO I AM
(physically handicapped adult)

(filmstrip/cassette/discussion guide)
Guidance Associates
Communicators Park
Box 300
White Plains, NY 10602
1977, $42.44

100 WAYS TO ENHANCE SELF-CONCEPT IN THE CLASSROOM: A HANDBOOK FOR TEACHERS AND PARENTS

by Jack Canfield & Harold Wells
Prentice-Hall, Inc.
Box 47X
Englewood Cliffs, NJ 07632
1976, 253 pages, $6.95

PEOPLE YOU'D LIKE TO KNOW

(ten 16mm films, inc. Teachers Guides)
Encyclopedia Britannica Educational Corp.
425 N. Michigan Avenue
Chicago, IL 60611
1978, $1,500.00 (ind. films @ $185.00)

PLEASE KNOW ME AS I AM: A GUIDE TO HELPING CHILDREN UNDERSTAND THE CHILD WITH SPECIAL NEEDS

by Margaret E. Cleary
Jerry Cleary Company
25 Ronald Road
Sudbury, MA 01776
1976, 60 pages, $4.45

RESOURCES ON HANDICAPPING CONDITIONS WHICH ARE SUGGESTED FOR USE BY EDUCATORS IN GENERAL EDUCATION

by Texas Education Agency
Department of Special Education
Special Ed. Developmental Services
Texas Learning Resource Center
Austin, TX 78701
1978, 48 pages, free

WHAT DO YOU DO WHEN YOUR WHEELCHAIR GETS A FLAT TIRE? Questions and Answers About Disabilities

by Douglas Biklen & Michele Sokolott, Eds.
Scholastic Book Services
50 West 44th Street
New York, NY 10036
1978, 59 pages, $1.95

WHAT'S THE DIFFERENCE: TEACHING POSITIVE ATTITUDES TOWARD PEOPLE WITH DISABILITIES

by Ellen Barnes, Carol Berrigan &
Douglas Biklen
Human Policy Press
P.O. Box 127, University Station
Syracuse, NY 13210
1978, 165 pages, $8.00

YOU'RE DIFFERENT, SO AM I

(filmstrip/cassette)
Guidance Associates
Communications Park
P. O. Box 300
White Plains, NY 10602
1978, $59.50

PEOPLE...JUST LIKE YOU: ABOUT HANDICAPS AND HANDICAPPED PEOPLE
(An Activity Guide)

The President's Committee on Employment of the Handicapped
Committee of Youth Development
Washington, DC 20210
1978, 36 pages, free

DEVELOPING AND UNDERSTANDING OF SELF AND OTHERS

Kits: D-1 (Kindergarten + Lower Primary) $122.00
D-2 (Upper Primary + Grade 4) $116.00
Contains: puppets, cassettes, manuals and posters

by Don Dinkmeyer
American Guidance Service
Circle Pines, Minn. 55014
1973

NOTE: Prices quoted here may not include postage and handling.

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PRE-POST TEST: THE GENERAL EDUCATOR'S ROLE AND RESPONSIBILITIES IN THE EDUCATION OF HANDICAPPED STUDENTS

DIRECTIONS:

1. Read the "Agenda for An IEP meeting" section and place a check in the blank to the left of each item where the classroom teacher could contribute important information about the student.

2. Read "Questions Team Members Should Be Prepared to Answer" and circle the numbers of all the questions that classroom teachers should be prepared to answer.

AGENDA FOR AN IEP MEETING

1. Introduction of committee members
2. Explanation of purpose of meeting
3. Summary of student's history
    _____ Why the student was referred
    _____ School services student is now receiving
    _____ Special health problems
    _____ Other agencies student has been referred to
    _____ If appropriate, summary of student's developmental history
4. Summary of evaluation results
    _____ What the test results indicate the student can and can't do
5. Development of the IEP
    _____ Current levels of educational performance
    _____ Goals of:
        1) student
        2) parent
        3) others
    _____ Objectives and evaluation procedures
    _____ Extent of participation in regular programs
    _____ Dates of initiation and duration of services to be provided (indicate the anticipated length of time in proposed program)
    _____ Related services needed (i.e. adapted physical education)
    _____ Assignment of who is responsible to implement and monitor certain parts of the plan
6. Recommended placement
    _____ Where the student could best be taught the goals and objectives listed on the IEP and receive the necesssary related services.
7. Assignment of case manager
8. Signing of IEP and placement forms and other forms, if necessary
9. Adjournment

QUESTIONS TEAM MEMBERS SHOULD BE PREPARED TO DISCUSS AT THE IEP MEETING

1. What has been done for the student prior to the special education referral? What instructional materials and alternative strategies have been tried?
2. Have all the procedural requirements been met? For example, have the parents or an eligible student been given an opportunity to see the information from which a decision will be made, has due process been given and are time lines in order?
3. Are the student's hearing and oral mechanisms normal?
4. How does the student relate to his/her peers?
5. What are the specific characteristics of the learner?
6. Does the student have normal receptive language skills?
7. What are the strengths and weaknesses of various program options that are available to the student (i.e. resource room)?
8. What is the referred student's potential?
9. Specifically, what can the student do?
10. What is the frequency of the presenting problem?
11. Does the problem affect all aspects of the learning process?

ACTIVITY 4-2: PRE-REFERRAL ACTIVITIES

I. Objective: To provide participants with information of what teachers can do with a student suspected of being handicapped to determine if a handicap may exist, before referring him/her.

II. Group Size: Large group.

III. Time Required: Twenty to thirty minutes.

IV. Physical Setting: Classroom style.

V. Materials:

Facilitator	Participant
None	Handout 4-16

VI. Procedures:

A. Before the Activity:

1. Prepare a lecturette on activities teachers can do with a student who they think may be handicapped to determine if the handicap exists before referring him/her.

    a. Stress that these are activities teachers do before consulting the special education staff.

B. Implementing the Activity:

1. Give the lecturette.

2. Distribute the handout and ask participants to read it.

3. Discuss how they can implement pre-referral activities in their classrooms.

C. Establishing Closure:

1. Ask the participants to implement some of the pre-referral activities with a student in their class for the next two weeks.

2. Ask them to keep a log of the activities they try and the results they had.

PRE-REFERRAL ACTIVITIES FOR GENERAL EDUCATORS

These activities are usually conducted by a classroom teacher or principal when a student is first thought to have a learning or behavorial problem. They include:

1. Observing and formally and/or informally screening a student to determine if he/she is having some sort of problem, and
2. Making minor adjustments in the classroom's environment and/or academic approaches to determine if the student's problem can be alleviated.

The informal screening techniques and the adjustments in the classroom environment are procedures that classroom teachers and principals can do with or without assistance from special educators. When implementing formal screening techniques, however, teachers and principals may wish to ask special educators for their recommendations.

If the observation and screening reveal that a student does not have a problem that occurs consistently and if adjustments are made that alleviate this problem, the student does not need to be referred for special education services. If the modifications do not work, the student should then be referred.

The following is a list of informal procedures a teacher or principal can use to screen a student. It is not a complete list, but outlines some suggestions. Not all of the procedures need to be implemented -- perhaps one or two of them will give you the information you need to decide if the student really has a problem.

Informal Screening Procedures

RECORDS

- Check the student's folder to determine if there is any other mention of a behavior or learning problem.
- Check the student's absentee rate.

CLASSROOM/PLAYGROUND OBSERVATIONS

- Note the interactions the student has with other students and teachers.
- Notice if there appear to be any vision, hearing or general health problems.
- Observe if he/she responds better to written or oral directions.

-Observe if the student answers and asks questions during class discussions.

-Notice if he/she works independently or needs direct teaching.

-Notice if he/she follows class rules and procedures such as "in seat behavior," and handing assignments in on time.

-Determine what the student's interests are and what motivates him/her by observing how he/she works when given an assignment in a subject area.

a. Does he/she "groan" when asked to real orally?

b. Does he/she complete his/her math assignments very quickly without reading the worksheet directions?

c. Also observe what he/she does during free time.

-Observe if the student responds more appropriately if he/she realizes he/she will receive some kind of "reward."

-Note if certain types of assignments are usually completed on time, or are late; if there is a difference in the student's response if the assignment is a long one rather than short; if certain assignments are not finished completely.

STUDENT WORKBOOKS/WORKSHEETS

-Examine worksheets and workbook pages to determine what skills the student can and can't do.

-Check assignments to determine what kinds of errors the student is making and if there is a pattern to them.

INTERVIEW THE STUDENT

-Ask the student if he/she feels he/she has a problem and, if so, what the two of you could do to solve it.

-Ask the student what his/her special interests are and/or what he/she would like to learn.

-Ask the student how he/she learns best, (i.e., if content is presented visually? auditorially?).*

Some of the student records you review may contain a form which you must sign, indicating that you have read the file. If so, be sure to sign it. After analyzing the results of the screening procedures, you may determine that the student does not have a problem. What may have appeared to be a problem was, perhaps, a random error or just "one of those days" that everyone has at one time or another. However, if information from your procedure indicates that a problem might really exist, try a few of the following classroom modifications to see if one or two of these minor adjustments might alleviate the student's difficulties. It is suggested that you select at least one modification from four or five different categories. However, implement only one of the modifications at a time. If you try two modifications at the same time and the student's problem decreases or disappears, you won't know which alteration promoted the change.

When you select a modification to implement, try it for at least a week. Each day, record whether or not you thought the modification helped the student. At the end of five days, review your records and determine if the modification was successful or if you want to try another.

Classroom Modifications

PRESENTATION

(Vary the way you present the content.)

-Verbal (lecture, discussion)

-Written (tests, worksheets)

-Demonstration

RESPONSE

(Vary the way the student is asked to respond.)

-Motor (written, demonstrate the answer, art work, shop projects.)

-Oral (individual response, group discussion, role playing, dramatics.)

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*Adapted from Green, M., The Individualized Education Program: A Team Approach. Des Moines, Ia.: Midwest Regional Resource Center, 1978; Johnson, B., Blalock, J., and Nesbitt, J., "Adolescents with Learning Disabilities: Perspectives from an Educational Clinic," Learning Disability Quarterly, Vol. 1, Number 4, Fall, 1978; and Schmitt, I., Procedures to Guarantee an Individualized Education Program for Each Handicapped Student. Bismarck, ND: Department of Public Instruction, 1979.

MATERIALS

(Vary materials used to teach certain concepts to determine if the student learns more efficiently if information is presented to him/her through a certain modality (visual, auditory, kinesthetic, tactile or a combination of these).

- Manipulatives (tactile)
- Tapes (auditory)
- Filmstrips, movies, transparencies (visual)
- Chalkboard (visual, kinesthetic)
- Language master (visual, auditory)

GROUPINGS

(Vary group size depending on student's needs.)

- One-to-one instruction (use of volunteers, peer tutors, cross-age tutors)
- Divide class into pairs
- Small group instruction
- Large group instruction

PHYSICAL ENVIRONMENT

(Vary the physical environment to determine if it is having an effect on the student.)

- Seating
- Lighting
- Acoustics
- Space
- Distractions

METHODS

(Vary teaching methods used to teach the student to determine if a certain method, or combination of methods, affects the student's learning/behavioral problems.)

-Repetition

-Discovery learning

-Programmed materials

-Activity centers

-Reinforcement

-More teacher or student directed instruction

-Contracted assignments

-Cue words/gestures

-Preview questions

CURRICULUM

(Slight adaptations in curriculum may affect the student.)

-Change basal texts in content areas

-Adjust assignments -- level of difficulty

-Adjust amount to be learned at one time

MANAGEMENT

(Varying the procedures used to structure and reward the student may affect his/her learning/behavior problems.)

-Reinforcement systems (praise, notes sent home, free time, special activity)

-Time out procedures

-Clearly stated classroom rules**

**Adapted from Green, M., The Indivdualized Education Program: A Team Approach. Des Moines, Ia: Midwest Regional Resource Center, 1978; Johnson, D., Blalock, J., and Nesbitt, J., "Adolescents with Learning Disabilities: Perspectives from an Educational Clinic," Learning Disability Quarterly, Vol. 1, Number 4, Fall, 1978; and Schmitt, I., Procedures to Guarantee an Individualized Education Program for Each Handicapped Student. Bismarck, ND: Department of Public Instruction, 1979.

In summary, after you have identified a student with possible learning or behavioral problems:

1. Select one or two observation and formal and/or informal screening procedures and implement them.
2. From the information gathered, determine if the student has a problem.
3. Review the possible modifications you can make in the classroom that might possibly decrease or alleviate the problem.
4. Select one modification to implement.
5. Try it for at least five days.
6. Record daily how the student was affected by the modification.
7. After five days, review your daily records.
8. Decide if the modification was successful. If so, continue using it.
9. If the modification is not successful, select another one from a different category and repeat steps 5 through 8.
10. Continue trying different modifications until you find one that is successful or until you have implemented one from four or five different categories.

ACTIVITY 4-3: REFERRING STUDENTS

I. Objective: To acquaint participants with the referral process and how to complete a referral form.

II. Group Size: Large group and groups of two.

III. Time Required: Sixty minutes.

IV. Physical Setting: Classroom style.

V. Materials:

Facilitator	Participant
Transparencies 4-7 and 4-8	Handouts 4-17, 4-18, 4-19, and 4-20

VI. Procedures:

A. Before the Activity:

1. Prepare a lecturette on the referral process and on how to complete a referral form.
2. Transfer the information on the enclosed referral form to one that is used by the schools in which most of the students do their student teaching.

B. Implementing the Activity:

1. Put Transparency 4-8 on the overhead. Explain that these questions can be used by the teachers to critique the referral form they have completed to make sure they have included all the necessary information.
2. Distribute the Activity Sheet,Referral Forms and Referral Analysis Sheet. Ask participants to complete the exercise.
    a. Ask elementary teachers to critique the referral for Kerry and secondary teachers to critique the referral for John.

C. Establishing Closure:

1. After everyone has completed the activity, ask the group if they have questions about the kind of information to include on a referral. Point out the differences between

the two referrals and ask which one the group thinks would be most helpful.

2. Ask them to complete a referral on a "mythical" student who is the age of students they teach, and bring it to class the following week.

Adapted from: The Appraisal Process in Special Education. Des Moines: Midwest Regional Resource Center, Drake University, 1979.

REFERRAL PROCESS

REFERRAL

- Purpose is to compile information about the child

REFERRAL FORM

- Summary of information known about the child

REFERRAL CONFERENCE

- Purpose is to:
  - (1) Review all existing information
  - (2) Specify what steps should be taken

QUESTIONS
FOR SCREENING A REFERRAL

- Why has the student been referred?

- Does the referral include descriptive samples of behavior or are they opinion statements?

- What information is included on non school-related variables:

    Health

    Family

    Environment

- What information is included on school-related variables:

    Intellectual

    Academic

    Behavioral

    Physical

- What efforts has the school made to meet this student's needs prior to the referral?

ACTIVITY SHEET

1. Select a partner to work with.

2. Read through the Referral Form and complete the Referral Analysis Sheet.

3. When you have finished, find two other participants with whom to work.

4. Compare your Referral Analysis Sheet with that of the other participants with whom you are working.

REFERRAL FOR SPECIAL EDUCATION SERVICES

STUDENT NAME: Roberts, Kerry
BIRTH DATE: August 6, 1970
SCHOOL: Squaw's Ankle Elementary
GRADE: 2
REFERRED BY: Mrs. Mary Horn

PARENTS: Mrs. Lynda Roberts
ADDRESS: 401 Eastgate
HOME TEL: 743-0001
CURRENT TEACHER: Mrs. Mary Horn
REFERRAL DATE: November 15, 1978

1. REASON FOR REFERRAL: Kerry cannot read simple sight words and is unable to decode words successfully. She is unable to subtract and can do only simple one digit addition with sums less than ten.

2. PREVIOUS ACCOMMODATION EFFORTS (EDUCATIONAL, PSYCHOLOGICAL, MEDICAL): Kerry attended a Montessori preschool (The Children's Learning Center) for 2 years prior to her kindergarten enrollment.

   Kerry has been working with a parent volunteer 3x a week for 10 minutes on her sight vocabulary, since October 10, 1978. She cannot read our basal reader, so I have prepared worksheets to reinforce her sight vocabulary.

   Kerry receives direct teaching in phonics 3x a week for 10 minutes and is placed in the Sullivan Programmed Reader Level B (pre-primer).

   Kerry is more successful when using counters to do her math.

3. PREVIOUS TEST RESULTS:
   A. ABILITY:

TEST	DATE	EXAMINER	RESULTS

B. ACHIEVEMENT:

C. OTHER:

4. ACADEMIC EVALUATION:
   A. AREAS OF STRENGTH OR INTEREST:
   Good verbal sentence structure and use of vocabulary; increased sight vocabulary by 26 words in 5 weeks; likes to draw and color; penmanship and other fine motor skills are neatly done.

   B. AREAS OF WEAKNESS:
   Does not work well independently, cannot decode words phoneticly, frustrated at the primer level in sight vocabulary.

   C. COMMENTS: Avoids interaction with small or large groups of her peers.

5. BEHAVIOR:
   A. MOTIVATION: Likes to draw, color, crafts, and teacher praise.
   B. ATTENTION SPAN: Does not work well independently.
   C. WORK HABITS: Sometimes off-task; work often incomplete, but does not disturb others.
   D. INTERACTION WITH PEERS: Minimal, avoids small or large groups.
   E. INTERACTION WITH ADULTS: Prefers to be close to teacher.
   F. VERBALIZATION: Expresses her thoughts well.

6. HEALTH INFORMATION: School health records indicate no special problems.

7. PARENT COMMENTS: No contact, Mrs. Roberts works and does not have a home phone.

M. Horn

Signature of person referring student.

Handout 4-19

PRE-REFERRAL INFORMATION

TO: Jim Black, Guidance Counselor

FROM: Susan Sharp

Date: 10-7-79

RE: John Pupil

GRADE: 8

CONCERN: This student appears to be having difficulty in the following areas:

[✓ Academic Performance:]
- Readiness Skills
- Reading
- Arithmetic
- Oral Language
- [✓ Written Language]
- [✓ Content Areas]
- Other:

Other Behavior:
- Physical Problems
  - Hearing
  - Vision
  - Mobility
  - Other
- Social/Emotional Problems
- [✓ Work/Study Behaviors]
- Other:

Would like assistance to modify student behavior from:

- Psychologist
- [✓ Consultant]
  - [✓ Curriculum/Management]
  - Learning Disability
  - Gifted
  - Mental Disability
  - Emotional Disability
  - Education
    - Reading
    - Language
    - Math
- Speech/Language Clinician
- Audiologist
- Therapist
  - physical
  - occupational
- Social Worker
- Principal
- Guidance Counselor

Times Available for Consultation: MWF 12:45 - 1:05 (lunch period) + 5th period every day 2:00 - 2:45. Room 106

Referred by: Susan Sharp
(signature)

Position History Teacher

REFERRAL ANALYSIS SHEET

1. Why has the student been referred?

2. Does the referral include descriptive samples of behavior or are they opinion statements?

3. What information is included on non school-related variables:

   Health-

   Family-

   Environment-

4. What information is included on school-related variables:

   Intellectual-

   Academic-

   Behavioral-

Physical-

5. What efforts has the school made to meet this student's needs prior to the referral?

Based on your analysis of the referral form, check which of the following options should be pursued for this student:

________ No evaluation or services required.

________ Additional appraisal required.

ACTIVITY 4-4: COMPONENTS OF THE IEP

I. Objective: To provide information about the IEP (Individual Education Plan) and what P.L. 94-142 states it must contain.

II. Group Size: Large group.

III. Time Required: Thirty minutes.

IV. Physical Setting: Classroom style.

V. Materials:

Facilitator	Participant
Lecture notes Newsprint Overhead projector Screen Transparencies 4-9, 4-10, 4-11 and 4-12	

VI. Procedures:

A. Before the Activity:

1. Prepare a thirty-minute lecturette using the "Components of the IEP" notes.

B. Implementing the Activity:

1. You may wish to duplicate the transparencies as handouts.
2. Encourage questions and comments.

From: Benefits For All: Resources For Developing the Parent-Educator Partnership. Des Moines: Midwest Regional Resource Center, 1980.

COMPONENTS OF THE IEP:

1. In 1975, a federal law was passed called Public Law 94-142, or Education For All Handicapped Children's Act. This law was important for handicapped children throughout the United States. It promised the exceptional child a greater opportunity to learn, by providing special help that is free, appropriate and through public education.

   (ON BLANK TRANSPARENCY, WRITE: PUBLIC LAW 94-142)

2. Since then, a major purpose of this law has been to insure that each handicapped child receives the right kind of help. To do this, an individual educational program (IEP) is planned for the child.

   (ON BLANK TRANSPARENCY WRITE: Individualized Education Program IEP)

3. A good way to understand what an IEP really is, is to look at the meanings of the three words. Let's do that now.

   a. Individualized - The IEP must be written about one particular child, not a group or class. It should talk about the needs of this one child only.

   b. Education - The IEP should only be written in the areas of education in which the student is having difficulty. In other words, if the student is not having problems with math, then there is no reason for math to be included on the IEP.

   c. Program - The IEP should explain what actually will be provided to the student. It is not detailed like a lesson plan, but is more detailed than a statement such as "the student will complete all third grade work."

4. Are there any questions on this?

5. Lets now look at how an IEP is written. According to P.L. 94-142, before any handicapped child receives special help or services, a group of people must meet to write an IEP. This group is referred to as a team that should include the following:

   (ON NEWSPRINT, WRITE THE FOLLOWING)

IEP TEAM

1. Parents or guardians
2. Teacher(s) of the child
3. An administrator of the school district or a supervisor of special education
4. The child, when appropriate
5. Evaluator, to explain tests given to student

6. Others may be involved, but this much of a team should participate in the meeting.

7. An IEP meeting usually lasts about an hour, but more time may be needed if the child's case is complex or the members of the team are not prepared.

8. To better understand what should take place at these meetings, let's look at what should be included in an IEP.

   (ON NEWSPRINT WRITE THE FOLLOWING:)

   a. A description of the child's present strengths and weaknesses.

   b. Goals and objectives for the child.

   c. A way of determining the child's progress.

   d. The kind of help or services that the child will receive.

   e. When the services will be provided to the child.

   f. The amount of time the child will spend in the regular classroom.

9. Let's take a few minutes to talk about each one of the parts of an IEP.

10. The first part of an IEP should include a description of the child's present strengths and weaknesses. This should be a summary of what the child can and can not do in the identified problem areas. The summary is based on the results of informal and formal testing, observation and case history. It should not be the results of one test or observation.

11. Test scores, such as a 4.1 on the WRAT, should not be listed unless they are explained in terms of what the child can and can not do.

12. This first part of the IEP should answer the questions:

    a. What can the child do in the areas that have been identified as a problem?

    b. What does he need to learn to do next in those problem areas?

13. Let's look at some examples of these descriptions to see if they answer our two questions.

    (ON OVERHEAD, PUT TRANSPARENCY 4-9 AND ASK PARTICIPANTS TO READ IT TO THEMSELVES)

14. Does the first example answer these two questions? How about the second example?

15. The description of the child's strengths and weaknesses should lead us right into the goals and objectives for the child. In other words, if we've identified what he needs to learn next, then our goals and objectives should not be difficult to write.

16. We begin by writing our goals first. These are clear and simply state and provide us some direction for writing our objectives.

17. Goals are written for one year. They are the IEP team's best guess of what the child will be able to do in a year.

18. When we write an annual goal, it should be written about only one instructional area, such as reading or math, but not both.

19. Let's look at some examples of annual goals you might find in a child's IEP.

    (ON OVERHEAD, PUT TRANSPARENCY 4-10)

20. Are these written for one year? Are they written about what the child is expected to do? Do they identify only one instructional area?

21. For every annual goal that appears on the child's IEP, we need to have short-term objectives. These objectives are more specific and cover a shorter length of time. Objectives are thought of as the steps that lead to the goal.

22. Every IEP should include information on how the obejctives are going to be measured. In other words, we should all know how to tell if the child can master the objective. This would include the amount or level of correct answers, such as:

8 out of 10 correct or 80% correct

And a description of how to check the child's performance, such as:

When show 250 word cards for five seconds each....

When given a worksheet with ten 2-digit addition problems, with no carrying....

23. By being measurable, these objectives give us a way of determining if the child is progressing as the IEP team had expected. This then covers out third point(c).

24. Let's now look at some objectives that give us this information.

(ON OVERHEAD, PUT TRANSPARENCY 4-11)

25. Are these more specific than our annual goals? Do they provide you more information?

26. Before we go on are there any questions?

27. Let's now go to the next part that should be included in an IEP; the special services to be provided to the child. This simply means to list the special service being provided to the child on the IEP. Generally this is listed along side the objectives, to show what is going to be done to help the child meet his objectives. It may sometimes be a name of a position, such as a counselor or resource teacher. Other times, you may see a description of a particular material or special equipment.

28. In addition, according to item e, the IEP should also show when the services are to begin and the length of time that they are to be provided to the child. This may simply be noted by a beginning and ending date. For example, 1/31 to 3/31.

29. Let's look at the final item that should be included in an IEP, "the amount of time your child will spend in the regular classroom." This should be written as a sentence or short paragraph, instead of just a number. Let's look at an example.

(ON OVERHEAD PUT TRANSPARENCY 4-12)

30. By reading this statement we can clearly see the intent of the IEP team and of Public Law 94-142: To help prepare the child with the skills that will allow him to be educated with non-handicapped children.

31. Are there any questions?

PRESENT LEVEL OF PERFORMANCE

A.

Kerry is an 8 year old second grader with above average potential and normal vision and hearing. She is experiencing difficulty in areas of language arts, especially reading skills, comprehension, and understanding a sequence of ideas. Performance in math is inconsistent. She profits from visual and concrete cues.

Kerry attends school regularly and presents no discipline problem. She has trouble staying on task in a group and needs encouragement to join group discussions and activities.

B.

Kerry attends school regularly and presents no discipline problems. She has the ability to work at grade level, but needs help in language development and math.

She has normal hearing, vision, and writing skills, but has trouble in rhythm and movement activities.

She is interested in individual activities, but needs encouragement to participate in group activities.

ANNUAL GOALS

1. To improve social skills in relating to peers.
2. To improve computation skills in addition and subtraction.
3. To independently stay on task, 60% of the time, in structured observation.

BEHAVIORAL OBJECTIVE

Given the word list from the ___________ basal reader, Kerry will say the words with 80% accuracy.

Kerry will master "selected" word attack skills in the _______ phonics program as measured by the Croft Informal Inventory.

Joey Smith is recommended for placement in a self-contained classroom. This decision has been based on information from Joey's evaluation. At this time, his behavior is such that his hearing is impaired when being taught in a large group where self-control is a necessary prerequisite to the hearing process. In the environment where Joey will be placed, smaller group sizes and a greater reliance on external control of behavior is available. Emphasis in this environment will be placed on the development of self-control through a sequenced behavior management program. As Joey's teachers, parents, and building principal gain evidence that Joey is developing enough self-control to function in larger group settings, he will gradually be given increasing opportunity to return to regular classroom environments.

ACTIVITY 4-5: IEP COMPONENTS MATCH

I. Objective: To provide participants with the opportunity to evaluate their knowledge of the IEP.

II. Group Size: Groups of three.

III. Time Required: Fifteen minutes.

IV. Physical Setting: Tables and chairs.

V. Materials:

Facilitator	Participant
	Handouts 4-21 and 4-22

VI. Procedures:

A. Before the Activity:

1. Duplicate the activity sheet and handout.
2. Be sure participants have had Activity 4-4 or have the level of background knowledge of IEPs to complete this acticity.

B. Implementing the Activity:

1. Ask participants to form groups of three. Pass out Handouts 4-11 and 4-12. Ask if there are any questions.
2. Conclude with questions and comments.

From: Benefits For All: Resources For Developing the Parent-Educator Partnership. Des Moines: Midwest Regional Resource Center, 1980.

INSTRUCTIONS

1. In the lecture, six items were mentioned as required sections of every IEP. Those items were:
    a. A description of the child's present strengths and weaknesses.
    b. Goals and objectives for the child.
    c. A way of determining the child's progress.
    d. The kind of help that the child will receive.
    e. When the services will be provided to the child.
    f. The amount of time the child will spend in the regular classroom.
2. Attached is a brief IEP.
3. Review the information on this form. Then fill in the boxes with the letter from the above list that best describes the information.
4. Is there any information missing on the IEP?
5. Check your answers with a facilitator.
6. You have five minutes for this activity.

Handout 4-22

INDIVIDUALIZED EDUCATION PROGRAM-IEP

Child's name______________________________ Today's Date____________________

Birthdate_________________________________ Parent________________________

☐

Kerry has above average intellectual ability and performed a year and a half above age level on the Peabody Picture Vocabulary Test, indicating she has a good understanding of the words she hears. She also performs well when tasks are presented visually. Kerry is at the preprimer level in passage reading, sight words and comprehension. She doesn't know short or long vowels, but can identify initial consonant sounds.

☐

Kerry will read at the 2.5 grade level and understand what she reads.

☐	☐	☐
By November 1, Kerry will be able to read 25 sight words taken from the 2.5 Ginn Series when shown each word on a flash card for 5 seconds.	Reading Clinic	9/30 to 11/30

☐

90%

ACTIVITY 4-6: HELPING EDUCATORS PREPARE FOR AN IEP CONFERENCE

I. Objective: To teach participants about types of information they can bring to an IEP meeting.

II. Group Size: Groups of two, three or four.

III. Time Required: Thirty minutes.

IV. Physical Setting: Classroom setting.

V. Materials:

Facilitator	Participant
Overhead projector	Handout 4-23
Screen	
Blank transparencies	
Transparency pens	

VI. Procedures:

A. Before the Activity:

1. Duplicate the handouts.

B. Implementing the Activity:

1. Divide the audience into groups. Groups may be two, three or four. Provide transparencies and pens, and ask each group to select a recorder.

2. Explain to the group that the purpose of this activity is to identify ways that educators can be helped to provide information during the IEP process. State that groups will be given a description of a student and will be asked to identify questions that could be asked to get useful information. You will be given ten minutes to develop your list of questions. Then we will review them together.

3. Assign one situation per group from the list below. Add situations as needed, or have more than one group respond to the same situation.

   a. A seventeen year old educable mentally handicapped girl.

From: Benefits For All: Resources for Developing the Parent-Educator Partnership. Des Moines: Midwest Regional Resource Center, 1980.

b. A nine-year old learning disabled student in a resource program.

c. A six-year old emotionally disturbed boy.

d. A twelve-year old boy with mild cerebral palsy.

After ten minutes, have group sharing. Each recorder presents the report using the transparency. If the overhead is not used, paper could be substituted for the transparencies, and sharing could be done from their seats.

4. Following the group sharing, ask the participants if classroom teachers could respond more effective if they were aware of the questions ahead of time. Ask how this could be done.

5. Distribute Handout 4-13 and ask participants to take eight minutes to read.

6. Ask if there are any questions or comments.

Questions Each Team Member Should Be Prepared To Answer At The IEP/Placement Meeting

A. The Administrator

The administrator should be prepared to address these questions:

1. What has been done for the student prior to the special education referral? That is, can the multidisciplinary team document that all alternatives which do not require labeling have been exhausted? The answer to this question should be addressed in the referred student's educational history. For example, if the student is being referred because of a reading problem, has a reading specialist worked with the student to alleviate the problem prior to referral? Another example would be for a student with a behavior problem. Has an attempt been made to resolve the problem by developing a behavior management program in the student's current placement?

2. Has the necessary information been gathered to make a decision to label? An administrator must be aware of all legal and technical requirements for information. He/she must be sure all required data is available and complete. If it is not available, then the decision could be delayed.

3. Have all the procedural requirements been met? For example, have the parents or an eligible student been given an opportunity to see the information from which a decision will be made, has due process been given and are timelines in order?

4. What are the actual limits of the educational program? An administrator must know the strengths and weaknesses of various programs. He/she should be prepared to help the team justify their placement decision based on knowledge of what can and cannot be done by given programs.

B. The General Education Teacher

When a student is referred by a classroom teacher, that teacher must be ready to provide an educational history and a justification as to why the student needs to receive special services. Some of the questions the classroom teacher must be prepared to answer are:

1. What has been done for the student prior to the special education referral? What instructional materials and alternative strategies have been tried?

2. What is the frequency of the presenting problem?

3. Does the problem affect all aspects of the learning process?

4. Is the presenting problem chronic?

5. How intense is the presenting problem?

6. How does the student relate to his/her peers?

7. Are there physical problems?

8. How is the learner's need affecting the rest of the classroom?

9. What have the goals and objectives for the student been?

Some of these questions would be difficult for the classroom teacher to answer alone. Cooperation and support in answering these questions should be available from special education staff.

C. The Special Education Teacher

Often, the special education teacher is unaware of the referred student's needs. He/she is present because of knowledge in working with similar students. The special education classroom teacher might ask:

1. What are the specific characteristics of the learner?
   a. What is reinforcing and punishing to the student?
   b. What is the student's learning rate?
   c. Specifically, what can the student do?
2. What is the special education classroom like? An answer to this question should be supplied by the special education teacher:
   a. What are the general goals and objectives for students in the special education class?
   b. What kinds of materials are used?
   c. What sort of support services are available?
   d. How and when are students reintegrated into general education classroom settings?

It should be noted that the special education teacher may be classroom based or act as a consultant. Questions may vary depending on the special education teacher's assignment. Also, the special education teacher may be referring a student for a different service. In this case, he/she must take the role of the regular class teacher.

D. The School Psychologist

Normative information is very useful in understanding a student's needs. It should be the primary role of the school psychologist to provide such information. Sometimes, the school psychologist is seen as a person who simply gives standardized tests like I.Q. tests. This is a very limited view of how a school psychologist can contribute to a multidisciplinary team. Some helpful questions are:

1. What are the referred student's potentials?
2. How does the referred student compare to his/her age peers?
3. Does the student tend to learn better when approached in a certain manner?
4. Does the student appear to be an underachiever?
5. Does the student's various learning senses appear to be intact?

E. The Speech and Language Therapist

Questions regarding the language development of a referred student are obviously important. Equally important are questions about the language environment of the learner. Both types of questions are listed below.

1. Does the student have normal receptive language skills?
2. Does the student have normal expressive language skills?
3. Are the student's hearing and oral mechanisms normal?
4. Does the student have problems with multiple directions?
5. Is the language being used in the classroom geared to a level that the student can understand?

As a general observation, it should be noted that speech production problems are visible problems. Language problems tend to be more subtle. Questions about a referred student's language may often provide a key to his/her learning needs.

Adapted from Considerations Involving the Multidisciplinary Team, Dr. Time Crowner, Kalamazoo Public Schools, Kalamazoo, Michigan, 1979.

ACTIVITY 4-7: IEP SIMULATIONS

I. Objective: To provide participants with the opportunity to practice participating in an IEP meeting and developing an IEP.

II. Group Size: Groups of six or more.

III. Time Required: One hour and thirty minutes.

IV. Physical Setting: Each group should be seated around a table.

V. Materials:

Facilitator	Participant
Transparency 4-13	Completed IEP
Blank transparency	Blank IEP
Transparency pen	Simulation materials (roles)
Overhead projector	
Screen	

VI. Procedures:

A. Before the Activity:

1. Read through the script and the simulation materials to familiarize yourself with content.

2. Duplicate the simulation materials for participants and assemble in packets for each group.

3. If possible, use a blank IEP from a district where many of the students do their student teaching. You may wish to transfer the completed IEP onto this form also.

B. Implementing the Activity:

1. See facilitator notes that follow.

2. Conclude by distributing a completed IEP using the same form as the participants did if possible. Ask the participants to look over the IEP and see if they have questions. Explain that this is not a "perfect" IEP, it's just how someone else developed an IEP for this student.

From: Benefits For All: Resources for Developing the Parent-Educator Partnership. Des Moines: Midwest Regional Resource Center, 1980.

NOTE:

It has been the experience of facilitators that some participants may be anxious about being asked to take a role in a simulation activity. This may occur for two reasons:

1. When participants are given "too much" information to review before being asked to role play, they do not have enough time to assimilate the information.
2. Participants cannot successfully role-play a staffing without being taught the necessary skills first. Before conducting a simulation, the participants need to be familiar with the agenda for an IEP meeting and roles of various IEP team members, and need to be able to develop components of the IEP.

FACILITATOR NOTES

Simulations: Parent/Educator Involvement in the IEP Meeting

1. How many of you have participated in an IEP meeting? Were there parents present? Did the parents actively participate in the meeting? Did the educators actively participate?

2. We know when parents and educators function as active and cooperative members of the team, that better instructional decisions can be made for the child. As members of IEP teams, we need to know what to do to encourage this important parental involvement.

3. Let's 'brainstorm' some suggestions for encouraging active participation at our IEP meetings.

(PUT TRANSPARENCY 4-13 ON THE OVERHEAD AND RECORD THE GROUP'S RESPONSES).

4. What are some ideas prior to the meeting that members of a team might use to encourage parent involvement? What about educator involvement?

5. What about at the meeting? Any others?

6. After the meeting, are there any ideas to keep the parent involved? Others?

7. These suggestions you brainstormed would certainly encourage good parent and educator involvement. In fact, if we practiced all these ideas, we would actually encourage active and cooperative participation from all our team members.

8. I am going to leave these ideas up, so that we can refer to them in our next activity.

9. In this activity we are going to role play an IEP meeting in which a parent is participating. As members of an IEP team, you will want to keep these ideas in mind, so that you encourage active and cooperative parent participation at the meeting.

10. In a few minutes I will ask you to get in groups of ____. After you are in your groups, I will pass out a packet to each group. In each packet there is information on a particular child and the different roles of the IEP team members. Quickly decide on the roles you each will play, then read the information provided for your role. Please be sure you don't take a role for a position that you already function in. In otherwords, if you are a general education teacher don't take the general education teacher's role.

11. You will have one hour for this activity. Are there any questions?

(DIVIDE THE GROUPS AND PASS OUT THE PACKETS. EXPLAIN THAT THEY WILL NEED TO COMPLETE THE BLANK IEP. CALL THE GROUPS BACK TOGETHER AGAIN WHEN ONE HOUR HAS ELAPSED).

12. Let's hear from the observers now, to see what they discovered in their groups. Any volunteers?

(RECORD OBSERVER COMMENTS ON BLANK TRANSPARENCY).

13. Are there any other ideas that any of the team members would like to add from your experience in this role play? Did you find that when you tried some of these ideas, were they effective in involving the parent? Are there some here that you had not tried before as an attempt to involve parents? Would you be inclined to try them in a real IEP meeting.

(FACILITATOR SHOULD CHECK WITH PARTICIPANTS TO SEE IF THEIR BRAINSTORMING IDEAS WOULD BE SOMETHING THEY WOULD LIKE TO HAVE TYPED UP AND DISSEMINATED).

Transparency 4-13

ACTIVE AND COOPERATIVE PARENTAL INVOLVEMENT

BEFORE THE MEETING	AT THE MEETING	AFTER THE MEETING

KERRY SIMULATION MATERIALS

DIRECTIONS

(Provide one copy for each participant.)

1. Review the information given to you regarding your role and the particular child. Familiarize yourself enough with the information, that reading is not necessary.

2. Try to make the meeting as real as possible.

3. Be brief. As you study the information, think about how you can summarize and highlight the student's strengths and weaknesses. Remember, each person holds important information to share.

4. Help the chairperson keep the group on task and moving.

5. Avoid using confusing and ambiguous terms.

PARENT: MRS. LYNDA RAND

1. You are Kerry's mother. Kerry is an eight-year-old, second grade girl. She is your only child, and you are a single parent.

2. Mr. Roberts, the school principal has contacted you about a meeting concerning Kerry. As Mr. Roberts explained, this meeting is for sharing information about Kerry and planning an instructional program for her.

3. To help you prepare for this meeting, you talked to Kerry about her feelings towards school (subjects, classmates, teachers, etc.) and filled out the forms Mr. Roberts mailed you. Although Mr. Roberts had also suggested you visit your child's classroom before this meeting, you were unable to get off work to do so.

4. Although you feel a little nervous, you are looking forward to this meeting. You feel you are prepared to participate in this meeting.

Parent

September 14, 1978

Dear Mrs. Lynda Rand,

I enjoyed speaking with you yesterday on the phone. I am looking forward to our meeting on October 3, 1978 at 4:00. I am planning on the meeting lasting about one hour.

As I memtioned, the purpose of this meeting is to share important information about Kerry and plan an instructional program for her. Mrs. Pohlson the Resource Teacher (who has done the testing), Mrs. Horn,Kerry's Second Grade Teacher and myself will meet with you.

We believe your participation in this meeting is most important. To help you prepare for this meeting, I suggest the following:

1. Talk to your child about school, classmates, teachers,etc.
2. Visit your child's classroom before this meeting
3. Complete the enclosed forms and bring them with you to the meeting.

If you have any questions about this meeting, please call.

Sincerely,

Mr. Ed Roberts

Mr. Ed Roberts

Parent

INFORMATION TO SHARE AT THE IEP MEETING (1)

NAME: Mrs. Lynda Rand

DATE OF MEETING: October 3, 1978

STUDENT'S NAME: Kerri

1. HEALTH OF STUDENT(MEDICATION RESULTS, CHANGE IN BEHAVIOR):

good, physical Sept. 11, 1978
no medication, no hearing or vision problems

2. FAVORITE INTERESTS/TALENTS OF STUDENT:

watching t.v.
drawing and coloring

3. ACTIVITIES AT HOME THAT STUDENT DISLIKES:

outdoor activities such as rope jumping and baseball
recreational group

4. FRIENDS: mostly adults - relative (one second grade cousin). No children in neighborhood her age. Does not bring home any friends even though I encourage her to.

5. ATTITUDES TOWARD SCHOOL(LIKES/DISLIKES):

Kerry likes school - never puts up a fight in the morning. She says she likes art best. She doesn't like reading, especially when asked to read words outloud.

6. CHANGES AROUND HOME:

She really enjoys her after school recreation group (meets 2x a week)

She gets much more upset lately, when I ask her to read to me.

Parent

QUESTIONS TO ASK AT THE IEP MEETING (2)

Mrs. Linda Rand
NAME

October 3, 1978
DATE OF MEETING

Kerry
STUDENT'S NAME

1. SCHOOLWORK:

Should I continue to make Kerry read to me? If not, what can I do?

Kerry never brings any papers or books home. Is she supposed to? Her 2nd cousin (that goes to a different school) does.

2. SOCIAL:

Kerry is quite shy. Have you noticed this at school? Does she have any friends? Is there anything we can do to help h with this problem?

3. HEALTH:

none

4. GENERAL (transportation, cafeteria, home, etc.):

none

Parent Information and Resource Project, Roger Kroth, University of New Mexico, Albuquerque, New Mexico, 1979.

Parent

CONCERNS TO SHARE AT THE IEP MEETING (3)

Mrs. Lynda Rand
NAME

October 3, 1978
DATE OF MEETING

Kerry
STUDENT'S NAME

1. STUDENT'S WEAKNESSES THAT ARE YOUR MAJOR CONCERN:

1st-reading
2nd-making friends (Shyness)
3rd-Math

2. SPECIAL HELP YOU WISH FOR YOUR CHILD:

Tutar for reading

3. SPECIAL HELP YOU CAN OFFER:

I am home with Kerry most evenings and want to help. I just don't know what to do.

4. COMMUNICATION ARRANGEMENTS BETWEEN SCHOOL/HOME ON CHILD'S PROGRESS:

Is there someway I can know how Kerry is doing in school without taking off work to come to school?

RESOURCE ROOM TEACHER:

Kerry was referred for evaluation by her second grade teacher because she was having difficulty learning to read. Interviewing the teacher you found Kerry was unable to work independently. You also found that the classroom teacher had done some informal assessment which revealed that Kerry could not read basic sight words. The testing you did included:

a. Standard Reading Inventory;
b. Key Math;
c. Informal assessment on following directions, math and comprehension;
d. Structural observation.

A. Standard Reading Inventory

1. When you gave Kerry this test, she reached frustration level at the preprimer stage. She focused on initial consonant sounds and called out words with the same initial sound (see word list). She responds to correction by insisting her answer is correct or saying, "That's what I meant."

2. Her many errors in paragraph reading affect her comprehension and rate. She repeated many words and phrases, and substituted similar words (want-went, have-had, with-will, it-in). On the second paragraph (primer level) she read the first few words and made up the rest of the sentence (see oral reading page).

   She was not able to retell the story unless specific questions were provided and then she was correct on 50% of the items.

3. You also gave her the Woodcock Reading Mastery Test. She scored at the 1.5 grade level.

B. Key Math

1. Kerry's total score was at 2.0 grade level. She has a good grasp of time, money and number sequence. She has trouble with mental computation and is inconsistent on addition facts especially with numbers above 10. She was unable to work subtraction problems.

2. On the basis of the errors Kerry made on the Key Math, computation section, you developed the following tentative conclusion: Kerry does not know how to subtract.

3. To confirm the tentative conclusion, you constructed an informal test of subtraction facts to see how Kerry would do on a larger sample of simple subtraction facts in worksheet format;

4	5	3	4	3	1	5	1	2	2
-1	-1	-0	-0	-1	-0	-0	-1	-1	-0
5	3	0	0	2	1	0	2	3	0
(3)	(4)	(3)	(4)	OK	OK	(5)	(0)	(1)	(2)

RESOURCE ROOM TEACHER cont.

B. Key Math cont.

5	3	4	4	3	1	1	2	2	5
-1	-0	-0	-1	-1	-0	-1	-1	-0	-0
6	0	0	3	2	0	2	3	0	0
(4)	(3)	(4)	OK	OK	(1)	(0)	(1)	(2)	(5)

She missed 16 out of 20 of the facts, supporting the tentative conclusion.

4. You then did a task analysis of teaching the subtraction facts.
   a. Attends to teacher/task.
   b. Demonstrates an understanding of the language of directions.
   c. Identifies numbers and their corresponding quantity.(quantity-symbol match).
   d. Identifies - sign.
   e. Reads subtraction fact.
   f. Computes answer.
   g. Writes number.

5. In checking her out on the subtasks, you found that she had no trouble with "b," "c" and "g." Her attention waivered while working on the facts (a). She recognized the "-" sign when it was shown to her on a card in isolation, bud did not know that it means take away or subtract (d). She read the numbers verbally with no problem (c), but could not read the fact (e), since she did not know the sign, and could not compute the answer.

6. Since you were particularly concerned with knowing the sign, you did a systematic inquiry in that area. You taught Kerry to say "take away" when she saw "-." Then you demonstrated take away with concrete objects, and let Kerry do some take away problems with the manipulatives. You asked her to verbalize each problem she did. After practicing with ten or so problems, you asked her to do more facts, giving her just pencil and paper.

4	3	5	2	3	4	5	1	1	2
-1	-1	-1	-0	-0	-0	-0	-0	-1	-1
3	2	4	0	0	0	0	0	0	1
			(2)	(3)	(4)	(5)	(1)		

This time she was able to get 5 out of 10 facts correct. All of the facts she missed had a "0" subtrahend.

7. On the basis of this, you feel that Kerry would benefit from direct teaching of the "-" sign and practice at doing subtraction facts through direct teaching of the concept of zero in subtraction, first using manipulatives.

C. Informal Assessment

1. You gave Kerry an informal test for following directions that you constructed yourself. Small 2" x 2" brightly colored pictures of objects were placed in front of Kerry. You gave her directions to follow using the pictures. You marked the directions Kerry was able to follow correctly on a response sheet. Kerry was able to follow directions with one step with no difficulty. When a second step was added, she was correct one of three times (See test, Part IIA). The other two times, she reversed the order (IIB&C). Where a third component was added, she omitted one or two steps each time (IIIA,B&C). You did not try doing directions with four steps.

2. Using the error pattern analysis procedure, you developed the following tentative conclusion: Kerry is not able to follow more than one direction at a time.

3. You tested your tentative conclusion by going back to the first level where Kerry was not able to follow a direction (IIB). You gave Kerry some two-step directions involving movement, such as, "Open the door and bring me a pencil." She was not able to follow two-step directions, confirming the tentative conclusion.

4. You then task analyzed the task of following directions:
   a. Attends to teacher.
   b. Demonstrates an understanding of the language of directions.
   c. Demonstrates an understanding of the key concept words in each direction presented.
   d. Matches words in teacher's oral directions with pictures and moves pictures.

5. In checking Kerry on the sub-tasks, you remembered that she had an attention problem in working on the test. You found that she had no trouble with "c," "a" and "b" were troublesome, and she could not do "d." Kerry was not always attending to you, she couldn't verbalize the directions for the task very well, and when asked to repeat following direction items verbally, she couldn't repeat a direction involving one step. Analyzing this, you were concerned primarily with attending.

6. You did a systematic inquiry for Kerry with attending. You tried calling Kerry's name and asking her to look at you and then gave her directions to follow from the original informal test. Before each item, you repeated the cueing. This time Kerry was able to follow all of the one and two-step directions correctly, and seemed to try harder on the three-step directions, though she couldn't follow them correctly.

C. Informal Assessment cont.

7. On the basis of this, you feel that cueing and helping Kerry focus her attention are very important and that trying some things in this area may have quite an effect in the classroom.

D. Structural Observation

When you observed Kerry, you found that she was off task more often than others in class (40% in structural observation). She thumbed through her workbook, played with an eraser, pencil and other small objects. She did not disturb those around her.

PRINCIPAL: MR. ED ROBERTS

1. You are about to begin an IEP meeting that you have scheduled for Kerry, an eight-year-old, second grader.

2. In an effort to improve parent participation at these meetings, you have contacted the parents prior to the meeting. In the case of Kerry, you have talked to her mother, Mrs. Lynda Rand once on the phone and mailed her a letter with some forms to help her prepare for this meeting.

3. You don't personally know Kerry. You have observed her on the playground. She is not a problem there nor has she ever been sent to your office for behavior problems.

4. Her attendance record is excellent. When you examined her other records you found that she had a physical early in the fall. Her immunizations are up to date. She lives with a single parent, Mrs. Lynda Rand. She has no brothers or sisters.

5. You also checked the school nurse's records. Kerry's hearing and vision screening results were within normal limits.

6. As chairperson for this meeting you want to encourage active and cooperative participation from everyone. However, you have noticed in the past that this often requires special efforts to involve the parent. If necessary, you will ask that confusing and ambiguous terms be clarified, ask parents to share their opinions, and limit others on their input.

7. You may begin the meeting by introducing the members of the team to one and other. The members are: Mrs. Lynda Rand, Parent; Mrs. Pohlson, Resource Teacher; Mrs. Horn, Second Grade Teacher; and yourself.

8. One hour has been allotted for this meeting. As chairperson, keep the group moving and "on task" so that an IEP can be developed for Kerry within that time frame. In doing so, try to follow this time frame:

5 minutes for the introductions
15 minutes for sharing information (highlight strengths/weak.)
5 minutes for summarizing highlights
15 minutes for goals/objectives
20 minutes for services/placement

Principal

PART I - INITIAL BUILDING REFERRAL

Name of Student Kerry Grade 2nd
Birth Date 8/6/70 Building Elementary
Legal Guardian Lynda Roberts Teacher Mary Horn
Address 401 Eastgate Telephone none

A. Name of person(s) making referral: Mrs. Horn Date 10/12/78

B. Reason for referral: (Describe problem)
Kerry cannot read the first page of Signposts, which is 1², and does not know sight words.

C. Efforts to solve problem:
I do not have reading materials at a lower level, so I made some worksheets. She cannot do these by herself.

D. Describe previous parent contact regarding this situation:
None. Kerry's mother works, and I have not been able to reach her since there is no phone.

E. Health history has been obtained: yes ✓ no ___

F. Student referred to the following Pupil Services personnel:

Name Mrs. Pohlson, RT

☐ Hearing Clinician
☑ Psychologist
☐ Special Education Consultant or Coordinator
☐ Nurse

☐ Speech Clinician
☐ Social Worker
☐ Vocational Rehabilitation Counselor
☑ Other Resource Teacher

Mrs. Mary Horn
Signature of person making initial referral

10/12/78
Date

Ed Roberts
Signature of Principal or Designee

10-12-78
Date

SECOND GRADE TEACHER:

1. On the first day of school, you did some informal testing in reading. Kerry was unable to read the first page of the lowest level reader in your class. She was able to provide sounds for most consonants but no vowels. On the word list in the back of the book, she only knew five words in the first column, so you stopped. You made a referral for further assessment of reading skills and wanted recommendations for adjustment in the classroom program.

   While you were waiting for a staffing on Kerry to be held, you gave her the "Word Discrimination" subtest from the Metropolitan Reading Test. She missed seven out of seventeen items.

   You analyzed Kerry's errors and developed the following tentative conclusion:

   Kerry correctly identified words that she knew as sight words (items 2,5,9,10,12 & 15). In items 6,11 & 17, she correctly identified the word because there were no other choices that began with that same initial consonant sound. For example, the word in item 6 was "cold." Kerry was able to identify that correctly because none of the other choices started with the initial "c" sound.

2. As a follow-up to the "Word Discrimination" subtest, you put each of the stimulus words on flashcards and asked Kerry to say each word when you showed her the card.

   The only words she identified correctly were "saw," "three," "off," "name," "belt" and "train." She missed "cold," "room" and "dike." This substantiates the tentative conclusion you wrote as a result of your error pattern analysis.

3. You then task-analyzed the task of teaching Kerry the words she missed. Your task-analysis for the words was:

   a. Attends to teacher and word card.

   b. Demonstrates an understanding of the key words in the directions ("Read," "Word").

   c. Moves left-to-right when reading the word.

   d. Matches letter sound to correct letter symbol.

   e. Blends the individual sounds into the word.

   f. Says the word.

   When you tested Kerry to see which of the sub-tasks she could do, you found that she could not do "d" and had some trouble with "a" and "e." She knew all the beginning and ending sounds but no long or short vowel sounds. Kerry could blend the sounds if she was given the correct sounds to blend. However, she could not correctly complete this task when she didn't know the correct individual sounds.

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You also noticed that she sometimes would attend to the word card and other times she would not. Her behavior in this area was inconsistent so you are hesitant to say that she definitely has an attention problem. You have noticed previously when doing other things with Kerry that sometimes her attention seems to wander and/or she seems to forget what she is saying.

4. Even though you haven't confirmed that a definite attention problem exists, you did decide to try the systematic inquiry procedure with Kerry for the attending task.

   You tried saying, "Kerry, look at the card" each time you presented a word card to her. Kerry still missed the same words but you did think that her "misses" were closer to being correct than her original "misses" had been. This indicated to you that when she attended for a longer period of time, she did a better job of sounding out the words.

   You are going to try giving her "attention cues" during some of the class discussions and when you're working with her on her math papers and see if she does perform better.

5. You have also noticed that Kerry works slowly in math and confuses addition and subtraction operations. She seems to disregard the signs on worksheets. When you give her simple story problems and counters, she usually knows what to do, but on math worksheets her answers are inconsistent. Sometimes she just writes the same answer over and over.

6. In group discussions, her attention wanders and she rarely volunteers information. You recall a few times when her hand was waving in the air and when you called on her she started to talk, then said she couldn't remember the rest. You think she was a little embarrassed.

7. Kerry is not a behavior problem in your class or on the playground. She tends to play alone or with one other child. She rarely joins small or large group activities voluntarily.

8. You have observed no problems in Kerry's ability to see or hear.

OBSERVER:

1. You are the observer for your IEP team. As an observer, you are responsible for recording any comments or behaviors (i.e. nodding) made by your team's members to encourage active and cooperative parental involvement.

2. Do not interfere with the role-play in any way.

3. Begin to record as soon as the group starts the role-play. Only record behaviors and comments. Do not identify the person responsible for the behavior or comment.

4. At the end of the role-play, you will be asked to share your recorded observations with the entire group.

ENCOURAGING ACTIVE AND COOPERATIVE PARENT INVOLVEMENT

Comments	Behaviors

Date October 3, 1978

INDIVIDUAL EDUCATION PROGRAM

Child's Name Kerry

School Elementary

Birthdate 8-6-70 Grade 2nd

Committee Members

Name	Role
Ed Roberts	Principal
Mrs. Pohlson	Resource Teacher
Mrs. Horn	Second Grade Teacher
Mrs. Lynda Rand	Parent

SUMMARY OF PRESENT LEVELS OF PERFORMANCE

A.) General ACADEMIC: a. Woodcock Reading Mastery Test: 1.5 grade level
Word Identification: 1.0 grade level
Passage Comprehension: 1.5 grade level

b. SRI:
1) Passage Reading Frustration Level: preprimer level
2) Sight Words Frustration Level: Primer level

d. When given oral directions, Kerry can follow them only when the directions involve one step.

e. Key Math: 2.0 grade level

INTELLECTUAL: High average range (81st percentile)

PHYSICAL: Excellent health - immunizations up to date. No hearing or vision problems. (continued ne
pag

B.) Strengths
a. Kerry has above average intellectual ability, and performed a year and half above age level on a picture vocabulary test.
b. She performs well when tasks are presented visually and she is required to make a motor response.
c. She can identify initial consonant sounds. (continued next page)

C.) Weaknesses
a. Kerry has difficulty attending to the teacher and the task, following more than one step oral directions, and working independently.
b. She is at the preprimer level in passage reading, sight words, and comprehension. She doesn't know short or long vowels, and can't apply consonant knowledge to word endings.
c. She is inconsistent on addition facts with numbers above 10, and can't identify the minus sign or subtract.

PRIORITIZED LONG-TERM GOALS

A. Reading - Kerry will be reading at the 2.5 grade level and will understand what she reads.
B. Math - Kerry will compute addition and subtraction problems.
C. Social - Kerry will initiate group activities with her peers.
D. Work Habits - Kerry will develop independent work habits.

SHORT-TERM OBJECTIVES	EVALUATION CRITERIA AND PROCEDURES	SPECIAL EDUCATION AND SUPPORT SERVICES (PHYSICAL, EDUCATION, SPECIAL MEDIA, AND MATERIALS)	PERSON RESPONSIBILE	BEGINNING AND ENDING DATES	REVIEW DATE
A_1 Given 20 consonant-vowel-consonant (CVC) nonsense words and 20 CVCE or CVVC nonsense words, Kerry will be able to read the words, pronouncing the vowel sounds correctly.	The teacher will give Kerry 20 nonsense CVC words and 20 nonsense CVCE or CVVC words on individual flash cards and ask her to pronounce them. The teacher will record the number of correct prnounciations. Criteria = Given 10 sec. for each word, she will say them with 100% accuracy.	A_1 - A_3 1. When new words are presented, ask for a motor response. 2. When shaping oral responses, or when reinforcing correct responses, use teacher praise and attention as reinforcers. 3. Keep directions simple; coordinate complexity of directions given her with th success in Objective D_1-D_2.	Pohlson	12/1 - 1/31/79	
A_2 By May 1, Kerry will be able to read sight words at the 2.5 level from the Ginn Series.	The teacher will present 50 2.5 level sight words from the Ginn Series to Kerry on individual cards. The teacher will record the number of correct pronounciations. Criteria = Given a 3 sec. exposure, she will read 90% (45 words).		Pohlson	2/1/79 - 5/30/79	
A_3 By May 30, Kerry will be able to read a passage from the Ginn Series at the 2.5 level and reconstruct the story, as well as answer specific questions about the story.	The teacher will present a 2.5 level passage from the Ginn Series for Kerry to read aloud. The teacher will develop an informal test which identifies the main				

SHORT-TERM OBJECTIVES	EVALUATION CRITERIA AND PROCEDURES	SPECIAL EDUCATION AND SUPPORT SERVICES (PHYSICAL EDUCATION, SPECIAL MEDIA, AND MATERIALS)	PERSON RESPONSIBILE	BEGINNING AND ENDING DATES	REVIEW DATE
	points of the passage and specific questions which relate to each point. The teacher will record the main points Kerry did not reconstruct, and record the number of correct responses. Criteria = 90% accuracy on reading the passage and reconstructing the story; 9/10 correct questions.		Pohlson	2/1/79 - 5/30/79	
B_1 By February 1, Kerry will write the answers to 25 single digit subtraction facts with minuends of 9 or less, including those with zero. The facts will include both horizontal and vertical formats.	The teacher will give Kerry a worksheet with 25 subtraction facts and a mixture of formats. The teacher will record the number of problems correct and the time required to complete them. Criteria - Complete problems in 5 min. with 90% accuracy.	B_1 - B_2 1. Present information to Kerry visually whenever possible. 2. When new words are presented, ask for a motor response. 3. When shaping oral responses, or when reinforcing correct responses, use teacher praise and attention as reinforcers. 4. Keep directions simple; coordinate complexity of directions given her with the success in Objectives D_1-D_2.	Pohlson	10/9 - 1/1/79	

SHORT-TERM OBJECTIVES	EVALUATION CRITERIA AND PROCEDURES	SPECIAL EDUCATION AND SUPPORT SERVICES (PHYSICAL, EDUCATION, SPECIAL MEDIA, AND MATERIALS)	PERSON RESPONSIBILE	BEGINNING AND ENDING DATES	REVIEW DATE
B_2 By May 30, Kerry will write the answers to 25 addition and subtraction facts with two digit answers of 18 or less in horiztonal and vertical format.	The teacher will give Kerry a worksheet of 25 addition facts with two digit answers of 18 or less in horizontal and vertical format. She will record the number of problems correct and the time required to complete them. Criteria = Complete in 5 min. with 90% accuracy.		Pohlson	3/1/79 - 5/30/79	
C_1 When asked by a classmate to work on a free-time classroom activity, Kerry will agree to that activity.	The teacher will ask a classmate to invite Kerry to work on an activity. The teacher will observe Kerry to determin whether or not Kerry does the activity. Criteria = 80% of the time she will.	C_1 - C_4 1. Insure that any group activities Kerry enters are ones she is likely to do well, particularly at first. 2. Reinforce her with teacher praise and point out specifics in which she did well. 3. Initially, steer her toward friendly, non-antagonistic classmates.	Horn	10/9 - 1/1/79	

SHORT-TERM OBJECTIVES	EVALUATION CRITERIA AND PROCEDURES	SPECIAL EDUCATION AND SUPPORT SERVICES (PHYSICAL, EDUCATION, SPECIAL MEDIA, AND MATERIALS)	PERSON RESPONSIBLE	BEGINNING AND ENDING DATES	REVIEW DATE
D_1 By January 30, Kerry will attend to the teacher and work material for the amount of time the teacher decides is appropriate for a particular activity.	The teacher will: a. Specify how long Kerry needs to attend to the teacher and/or work materials for that lesson. b. Observe Kerry once per minute to see if she attended. c. Record attending or non-attending behavior. Criteria = 90% success	D_1 - D_4 1. Present directions in a visual code or with visual cues initially. 2. Reinforce her with teacher praise and attention.	Horn	10/9 - 1/1/79	
D_2 By January 30, Kerry will be able to follow three-step oral directions.	During teaching of lessons, teacher will give Kerry three-step directions and observe to determine whether all steps are completed, if they are done sequentially, and record information. Criteria = successful performance 90% of the time		Horn	1/1/79 - 1/30/79	
D_3 By March 1, Kerry will be able to go to her desk and begin an assignment without verbal or physical prompting from the teacher.	The teacher will give five assignments daily for a week, and observe Kerry to determine if she is able to begin an assignment independently and record information. Criteria = begin assignment 90% of the time		Horn	1/1/79 - 1/30/79	

A.) GENERAL (continued)

SOCIAL: Does not like physical games - prefers to draw or color. Plays and works alone - does not join group activities.

B.) STRENGTHS (continued)

d. She can identify numbers and performs at grade level in the areas of time, money and number sequence.

e. She has a good attitude toward school and is not a behavior problem in the classroom or on the playground.

f. She responds well to praise from adults.

g. She like to play instructional games and learns concepts well when doing them.

h. Kerry attends to a task best when cueing is used.

SHORT-TERM OBJECTIVES	EVALUATION CRITERIA AND PROCEDURES	SPECIAL EDUCATION AND SUPPORT SERVICES (PHYSICAL, EDUCATION, SPECIAL MEDIA, AND MATERIALS)	PERSON RESPONSIBLE	BEGI NG AND ENDING DATES	REVIEW DATE
C_2 When asked by a group of 2-3 classmates to join them on an activity, Kerry will agree to join the group and participate in that activity.	The teacher will ask a member of a small group working on a reading or math activity to invite Kerry to join the small group. The teacher will observe Kerry to determine whether or not Kerry joins the group and participates in it. Criteria = 80% of the time she will		Horn	11/1/78 - 1/30/79	
C_3 Kerry will ask a classmate to do a freetime activity with her.	The teacher will observe Kerry during freetime classroom activity and record each time Kerry asks a classmate to do something with her. Criteria = will do spontaneously 2 times a week for one month straight		Horn	12/1/79 - 3/1/79	
C_4 Kerry will join a group of 2-3 classmates and participate in a reading or math activity voluntarily.	The teacher will observe Kerry during reading and math small group activity and record each time Kerry joins a small group and participates in it voluntarily. Criteria - will do spontaneously once a week for two straight months		Horn	1/1/79 - 5/1/79	

SHORT-TERM OBJECTIVES	EVALUATION CRITERIA AND PROCEDURES	SPECIAL EDUCATION AND SUPPORT SERVICES (PHYSICAL, EDUCATION, SPECIAL MEDIA, AND MATERIALS)	PERSON RESPONSIBLE	BEGINNING AND ENDING DATES	REVIEW DATE
D4 By April 30, Kerry will be able to complete assignments with no physical or verbal prompting from the teacher.	The primary focus of this objective is completing assignments independently Accuracy of work should be considered secondary. The teacher will give give assignments daily for a week and observe Kerry to determine if she is able to complete the activity independently, and record the information. Criteria = assignment completed 80% of the time		Horn	2/1/79 - 4/30/79	

PLACEMENT DECISIONS Regular classroom with support for reading and math in the Resource Room.

PERCENT OF TIME IN REGULAR CLASSROOM

80%

JIM SIMULATION MATERIALS

DIRECTIONS

(Provide one copy for each participant.)

1. Review the information given to you regarding your role and the particular child. Familiarize yourself enough with the information, that reading is not necessary.

2. Try to make the meeting as real as possible.

3. Be brief. As you study the information, think about how you can summarize and highlight the student's strengths and weaknesses. Remember, each person holds important information to share.

4. Help the chairperson keep the group on task and moving.

5. Avoid using confusing and ambiguous terms.

PRINCIPAL: MR. FRANK VAN DUSSEL

1. You are about to begin an IEP meeting that you have scheduled for Jim Heston, a seventeen year old, eleventh grader. You are the chairperson for the meeting.

2. In an effort to improve parent participation at these meetings, you have been contacting the parents prior to the IEP meetings. In the case of Jim, this is the second year that you are meeting to develop an IEP for him. Although the Hestons are familiar with these meetings, you contacted Mrs. Heston by phone and mailed her a letter with some forms to help prepare for this meeting.

3. You have had quite a bit of contact with Jim this year, due to the plan developed to cope with his temper outbursts. The first quarter seemed like a "honeymoon," and nothing happened. In November, Jim started having difficulty and December was particularly bad. Upon his return from Christmas vacation, Jim seemed a bit sullen or depressed. His visits to the office decreased for a couple of weeks but he as soon back to his previous performance.

4. You had several long talks with Mr. Baker, who felt Jim was in some kind of trouble but couldn't find out what kind. Mr. Baker convinced you to "hang in there" and not change Jim's placement. At the same time Mr. Baker increased his sessions with Jim and started dealing more directly with his temper outbursts.

5. In the second quarter, Jim voluntarily came to your office nine times and was sent there seventeen times. In the third quarter he voluntarily came fourteen times and was sent fourteen times. Jim usually didn't want to talk when he was upset, and you sensed that it may be better not to push, besides he could talk to Mr. Baker, if he needed. You are thankful that Mrs. Frost's room is just down the hall and that Jim doesn't have to go far to get to your office.

6. As chairperson for this meeting you want to encourage active and cooperative participation from everyone. However, you have noticed in the past that this often requires special efforts to involve the parents. If necessary, you will ask that confusing and ambiguous terms be clarified, ask parents to share their opinions, and limit others on their input.

7. You may begin the meeting by introducing the members of the team to one and other. The members are:

PRINCIPAL: Continued

Parent	Mr. or Mrs. Heston
Guidance Counselor	Mr. Tom Johnson
Basic Math Teacher	Mrs. Betty Thomas
Work Experience Teacher	Mr. Tim Baker
Special Ed. Teacher	Miss Susan Frost

8. One hour has been allotted for this meeting. As chairperson, keep the group moving and "on task" so that an IEP can be developed for Kerry within that time frame. In doing so, try to follow this time frame:

5 minutes for the introductions
15 minutes for sharing information (highlights-strengths/weak.)
5 minutes for summarizing highlights
15 minutes for goals/objectives
20 Minutes for services/placement

PARENT: MRS. CLARA HESTON

1. You are Jim's mother. Jim is a seventeen year old, eleventh grade boy. Although he's your oldest son and the "man of the family", you still look on him as your baby. Last year, you and your husband both went to the IEP meeting.

2. The principal is very anxious to have you attend this years IEP meeting. He has called you and written you a letter that included some forms that you have already filled out. From talking to the principal, you know it is important for you to be there. You did not visit any of Jim's classes, but you talked to him about his feelings towards school. You are glad you have the forms, because it will help you share your feelings with the others at the meeting. Mr. Van Dussel told you in the phone conversation to be prepared to do so.

3. Jim did have one incident this winter that you have not told the school about because you thought they might take Jim out of shop class. Mr. baker called once and asked if there had been a problem recently, but you told him, "Not that I know about."

4. Right after Christmas last year, Jim got into a bad fight with one of the neighbor's kids and broke the boy's arm. The boy was one year older than Jim and somewhat bigger, but nonetheless got the worst of it. Jim had been in the backyard trying to build a bird feeder. You don't really have any good tools around the house and that, combined with working out in the cold, didn't make it easy. Jim became pretty frustrated.

5. This neighbor came by and began teasing Jim about the feeder and that was all Jim could take. Jim hit the boy with the hammer, right across the upper arm.

6. Jim was very upset and you paid the bill for the boy's medical treatment. Fortunately, the neighbors didn't make a fuss. They were a little angry with their own son for starting the whole thing. Since everything worked out okay, you decided to keep it quiet.

7. You were very upset with Jim and he was grounded for a month. Jim was also very upset and you figure he learned his lesson.

8. You hope no one asks you anything about this at the meeting. Otherwise, you are looking forward to this meeting and feel prepared to share some thoughts from your discussions with Jim and his father.

Parent

September 6, 1979

Dear Mrs. Heston,

I was happy to have the opportunity to talk to you last evening on the phone. I have contacted the teachers you requested to be at the meeting and all are planning on attending. Again, this meeting is at 3:30 on September 28, 1979 in my office.

As I mentioned this meeting will last about an hour. If we need more time we can reschedule another meeting.

Although you are familiar with these meetings from last year's IEP meeting, I want to stress the importance of your participation . As we plan this years instructional program for Jim, I want to encourage you to share your concerns and hopes for him. To help you prepare for this meeting, I suggest the following:

1. Talk to your child about school, classmates, teachers,etc
2. Visit your child's classroom before this meeting
3. Complete the enclosed forms and bring them with you to the IEP meeting.

If you have any questions about this meeting, please call.

Sincerely,

Frank Van Dussel

Mr. Frank Van Dussel

cc Tom Johnson, Guidance Counselor
Betty Thomas, Basic Math Teacher
Tim Baker, Work Experience Teacher
Susan Frost, Special Ed. Teacher

Parent

INFORMATION TO SHARE AT THE IEP MEETING (1)

Mrs. Clara Heston
NAME

September 28, 197
DATE OF MEETING

Jim
STUDENT'S NAME

1. HEALTH OF STUDENT(MEDICATION RESULTS, CHANGE IN BEHAVIOR):

no medication - good health

2. FAVORITE INTERESTS/TALENTS OF STUDENT:

Summer job at gas station
Working on cars
Shop projects (made a hall tree, canister s
and lamp)

3. ACTIVITIES AT HOME THAT STUDENT DISLIKES:

baby sitting

4. FRIENDS:

has a few friends, but must get home after school to watch his two brothers (10 yr old & 14 yr. old).

5. ATTITUDES TOWARD SCHOOL(LIKES/DISLIKES):

dislikes reading, used to dislike math but now he says he likes it. Shop is his favorite class. Speaks about Mr. Baker the Counselor frequently.

6. CHANGES AROUND HOME:

none

Parent

QUESTIONS TO ASK AT THE IEP MEETING (2)

Mrs. Clara Heston	September 28, 1979
NAME	DATE OF MEETING

Jim
STUDENT'S NAME

1. SCHOOLWORK: It doesn't seem like Jimmy is ever going to be much of a reader. I think he's got that reading disease, so why not teach him something he's good at like car mechanics or shop?

2. SOCIAL:
He seems to get along pretty well – except if someone teases him. He just lets them have it if they do. Can't he control his temper?

3. HEALTH:
none

4. GENERAL (transportation, cafeteria, home, etc.):
none.

Taken from Roger Kroth's Parent Information and Resource Project, University of New Mexico, Albauguergue, New Mexico.

Parent

CONCERNS TO SHARE AT THE IEP MEETING (3)

Mrs Clara Heston
NAME

September 28, 1979
DATE OF MEETING

Jim
STUDENT'S NAME

1. STUDENT'S WEAKNESSES THAT ARE YOUR MAJOR CONCERN:

Teach Jimmy something that he can use to make some money, like mechanics. He's got real talents with his hands. I dont think its so impt. to graduate - his dad and I didn't - and we make more money then some of our friends

2. SPECIAL HELP YOU WISH FOR YOUR CHILD:

I dont believe Jimmy really needs any special help. Jim isn't dumb and shouldn't be in a dummy class.

3. SPECIAL HELP YOU CAN OFFER:

My husband & I both work, so we don't have all that much time to help Jim. Anyways - some of the other kids need more help cuz there younger.

4. COMMUNICATION ARRANGEMENTS BETWEEN SCHOOL/HOME ON CHILD'S PROGRESS:

I'd jist like to see ya help Jimmy get a job so he can bring in some money.

SPECIAL EDUCATION TEACHER - Susan Frost

1. You have worked very closely with Jim during the past two years in reading and temper control.

2. You are happy that Jim was able to get into some regular classes and have worked closely with those regular classroom teachers to see that things were going alright. You have worked especially closely with the basic math teacher and have developed an individualized math program for Jim.

3. Through the Work Experience Instructor (WEI), Jim has been able to explore various career opportunities.

4. It is your hope that Jim is ready for a preparation program for the next school year.

5. Jim has made significant progress in reading, math, and temper control, as far as you can evaluate. He did have quite a few temper outbursts in the middle of the year, from about November through March, but he is doing much better now. The biggest improvement seems to be in the way he handles frustration. It still disrupts his work, but he no longer needs to go to the principal's office. Lately, Jim also seems more tolerant of his own mistakes. You also feel that this growth in Jim has a lot to do with Jim's contact with Mr. Baker. He has been most helpful throughout the year.

6. Progress Report:

   Q_1 - Jim correctly identified and defined 83% of the first 150 sight words.
   His reading comprehension scores average at 82% and he progressed on schedule.

   Q_2 - Jim's progress was down in reading. His score on sight words dropped to 68% although he completed the assignments. His reading comprehension dropped to 72%.

   Q_3 - Jim received an 83 on his sight vocabulary test and an average score of 75 on his comprehension exercises.

   Q_4 - Jim finished the year strong. He received an 86 on the vocabularly review test and an 82 on the end of year reading comprehension test.

7. Near the end of the year, Jim gave a report to the class on, "How to tune a car." His classmates were quite impressed and gave Jim a lot of attention. Jim seemed very pleased, and it bolstered his attitude.

WORK EXPERIENCE INSTRUCTOR - Tim Baker

1. You've grown very attached to Jim and feel he's very capable of handling semi-skilled labor jobs.

2. You become very frustrated with Jim when he allows his temper to control him, probably because your own temper is sometimes short. You also worry that with the various tools and machines around the shop, Jim might hurt someone or himself.

3. Jim has become a personal crusade for you, which may interfere with your judgment.

4. Progress Report: Jim did pretty well each quarter. Jim isn't comfortable around electricity, so you let him make a lamp which didn't require as much contact with it.

   Jim showed the most enthusiasm for automotive mechanics. He likes machines and can handle the tools fairly well.

   Q_1 - Jim made a hall tree. He did a very acceptable job, took it home and put it in his room. Jim seemed quite proud of it.

   Q_2 - Jim made a set of canisters (flour, sugar, coffee, and tea set) for his mother. Again, he did okay.

   Q_3 - Jim repaired a small four cycle engine. He could have done a better job, but he constantly wanted to work on the V-8 demonstration engine in the shop. Not until you showed him how to give it a tune-up did he finally put some serious effort into his project.

   Q_4 - As stated before, Jim made a lamp. Not really an electricity project, but some boys aren't comfortable around electricity and Jim seemed to be that type, so you didn't push it.

5. You are concerned about Jim's future vocational training. You would like to have vocational training as a long-term goal, especially in light of no previous vocational goal.

BASIC MATH TEACHER - Betty Thomas

1. At the last year's IEP meeting, you were not "crazy" about having Jim in your basic math class. After all, he is a special education student and you didn't want that class to be labeled "special education."

2. However, after working with Jim for a year, you are pleased with his progress and have found that he's not much different from the other kids in your class. You worked closely with Susan Frost, Jim's special education teacher, last year. She really helped you modify some of your course content to fit Jim's needs. She also showed you how some of these modifications could help others in your class who were not handicapped - and they did!

3. You would be willing to have Jim in your class this year if Susan Frost would help you modify the course work.

4. Jim's progress last year was as follows:

   Q_1 - Jim completed more than half of the material on fractional concepts. He was ahead of schedule on materials involving word problems; his average score on assignments was 86%.

   Q_2 - Jim maintained progress in math. He completed the fractions concepts in late November with an 88% score. His word problems progress faltered, but was still acceptable. He started addition and subtraction work of fractions.

   Q_3 - Jim's math progress was good. He completed work on addition and subtraction of fractions with a score of 91. His progress on word problems (score of 81) was within acceptable limits.

   Q_4 - Jim finished the year strong with an 85 on his end of the year word problem test.

GUIDANCE COUNSELOR - Tom Johnson

1. You have had considerable contact with Jim during the year. In your judgment, although the year was difficult, Jim made good progress and needs further mainstreaming and career preparation programming.

2. Progress Report:

Q_1 - Jim's first quarter went easily. You built a strong relationship and he was very excited about the idea of getting a job someday. Most of your contact with him consisted of discussions about jobs, sometimes about getting angry.

Q_2 - This was a rough quarter. In November, the honeymoon seemed to end, Jim's patience drew short, and his temper flared easily. You began by making an agreement with Jim, his teachers, and the principal to try the following: If Jim felt that he was frustrated and getting angry he would do either

a. take a deep breath, slowly put down his assignment, take another deep breath, and ask for help;

or

b. take a deep breath, slowly put down his work, tell the teacher he was frustrated and ask to do something else for awhile;

or

c. take a deep breath, slowly put his assignment down, and ask to "take a break," which meant to go to the principal's office.

Jim was to try "a" or "b" first, and only use "c" when absolutely necessary.

You also began role playing frustrating situations with Jim, but his response was fairly cool. Jim didn't seem to get much out of contrived situations and sensed that he really wasn't learning.

Sometime over Christmas, you are convinced Jim got into trouble. He wouldn't talk about it, and his mother (whom you called) denied that anything happened. Immediately after his return from vacation Jim was very preoccupied, more like worried. His outbursts were reduced, but in one of your discussions with him after an outburst, he asked, "What happens to someone if they really hurt someone else?" You explained that it depended on how bad the other person was hurt and how it happened. Jim wouldn't talk about it further.

Q_3 - You increased your visits from two to three times a week and changed the format of your sessions with Jim. Instead of discussions and role plays, you held more of an actual class, using career education as a topic. You purposefully made the work a bit difficult (with Mrs. Frost's help) so that Jim would actually have to cope with his frustration with you there.

Progress was shaky at first, and if it weren't for your relationship, the strategy probably would not have worked. However, progress did occur, accelerating through the end of the year.

Q_4 - Jim's progress continued. He got a summer job at a neighborhood gasoline station. The intensity of his outbursts decreased dramtically, and he didn't go or have to be sent to the principal's office once.

Toward the end of the year, you and Jim frequently talked about how mistakes can be viewed as helpful learning situations. You're sure Jim will need to work a lot more on this before his frustration is really under control. He did lose his temper several times while in class, but each time he was able to calm down by doing something else for a brief time.

OBSERVER:

1. You are the observer for your IEP team. As an observer, you are responsible for recording any comments or behaviors (i.e. nodding) made by your team's members to encourage active and cooperative parental involvement.

2. Do not interfere with the role-play in any way.

3. Begin to record as soon as the group starts the role-play. Only record behaviors and comments. Do not identify the person responsible for the behavior or comment.

4. At the end of the role-play, you will be asked to share your recorded observations with the entire group.

ENCOURAGING ACTIVE AND COOPERATIVE PARENT INVOLVEMENT

Comments	Behaviors

INDIVIDUAL EDUCATION PROGRAM

Child's Name Jim Heston
Birthdate 3 / 2 / 62 (Month/Day/Year)
Grade 10th

School Senior High School
Date / / (Month Day Year)

SUMMARY OF PRESENT LEVELS OF PERFORMANCE: (Strengths and Weaknesses) Academic, social emotional, pre-vocational, pyscho-motor, self-help skills, daily living activities.

ACADEMIC:

Informal Reading Inventory
Independent Level: Grade 3.2
Instructional Level: Grade 4
Frustration Level: Grade 5.5 to 6.1
Capacity Level: Grade 7.5

Woodcock Reading Mastery Test
Total Test: 4.5 Grade Level
Word Attack: 5.8 Grade Level
Passage Comprehension: 5.0 Grade Level
Word Identification: 4.3 Grade Level

SUBTESTS
Key Math: 6th Grade Level
Money Concepts: 4th Grade Level
Measurement Concepts: 4th Grade Level
Fractions: 3rd Grade Level
Addition, Subtraction, Multiplication, Division Computational Skills: 7.0 Grade Level

INTELLECTUAL: Minimally disabled

PHYSICAL: Excellent health, no visual and/or hearing problems.

SOCIAL: Enjoys group activities and helping others, temper flare-ups occur when activity becomes difficult and requires written directions.

STRENGTHS:

a. Jim has developed good word attack skills and can sound out many 2 and 3 syllable words.
b. Jim is able to complete computational problems involving whole numbers in addition, subtraction, multiplication and division.
c. Jim is cooperative and eager to learn; he attempts reading on his own (i.e. newspaper and sports books and magazines.)
d. Jim can handle tools fairly well; he likes machines and enjoys working with his hands. He completed several assignments in Work Experience with good craftsmanship.

(OVER)

PRIORITIZED LONG-TERM (YEARLY) GOALS:

A. Jim will develop reading skills sufficient to facilitate his daily living and a vocation of his choice.

B. Jim will develop math skills sufficient to facilitate his daily living and a vocation of his choice.

C. Jim will develop control over his temper.

SUMMARY OF PRESENT LEVELS OF PERFORMANCE:

WEAKNESSES:
- a. Jim has difficulty with sight words and reads sight words at a fourth grade level.
- b. Jim has difficulty comprehending passages above the fifth grade level.
- c. Jim's knowledge of money concepts is limited to adding various groups of coins and bills. He is unable to keep a checking account balance, and write correctly.
- d. Jim knows few measurement concepts (conversions in liquid, solid, and linear measurements).
- e. Jim cannot compute addition, subtraction, multiplication and division problems using fractions.
- f. Jim cannot figure answers to words problems which involve more than one operation.
- g. Jim becomes frustrated and flares up when asked to perform at academic tasks beyond his capability.

SHORT-TERM OBJECTIVES	EVALUATION CRITERIA	SPECIAL EDUCATION AND SUPPORT SERVICES (PHYSICAL, EDUCATION, SPECIAL MEDIA, AND MATERIALS)	PERSON RESPONSIBLE	BEGINNING AND ENDING DATES	RE-EVALUATION DATE
A_1 By May 30, 1979, Jim will learn new sight words taken from newspapers, magazines, real life situations, and vocational or prevocational material. Jim will learn approximately 150 words each quarter.	A_1 Given the written word, Jim will be able to name it and give its definition with 80% accuracy (150/188 correct)	A_1 - A_2 Select words and articles that appeal to Jim's interests. Give him extra practice by setting the words or articles in some kind of game situation, but be careful that the game is one in which he can succeed.	Mrs. Frost, Spec. Ed. Teacher	10/10/78 - 5/31/79	
A_2 By May 30, 1979, Jim will be able to read and comprehend articles taken from local newspapers, maga zines, real life situations (e.g. signs, billboards, recipes), and vocational materials used in the shop class.	A_2 Given a teacher constructed test on the content of four selected articles (one in each of the four areas identified), Jim will complete the test with 80% accuracy.		Mrs. Frost	10/10/78 - 5/31/79	
B_1 By December 30, 1978, Jim will be able to balance a checkbook and write checks with 100% accuracy.	B_1 The teacher will provide Jim with a sample checkbook and checks and will list a series of 12 checks he would write. Jim wil be expect to write each check, record each in the checkbook, and balance the checkbook. Criteria: 100% accuracy	B_1 A learning activity packet which is in the form of self-correcting programmed learning will be used. Jim is given a great deal of practice with this independent activity.	Mrs. Frost	10/10/78 - 12/30/78	

SHORT-TERM OBJECTIVES	EVALUATION CRITERIA	SPECIAL EDUCATION AND SUPPORT SERVICES (PHYSICAL, EDUCATION, SPECIAL MEDIA, AND MATERIALS)	PERSON RESPONSIBLE	BEGINNING AND ENDING DATES	RE-EVALUATION DATE
B_2 By February 29, 1980, Jim will answer 27/30 questions about liquid, solid, and linear measurement conversions correctly.	B_2 The teacher will give Jim a worksheet/tape which asks Jim to make conversions in liquid, solid, and linear measurement. Jim will be required to write the answers to the questions. Criteria: 27/30 correct in ½ hour period	B_2 Use concrete objects first, then move to abstract.	Mrs. Frost	1/1/80 - 2/29/80	
B_3 By April 30, 1980, Jim will correctly write the answers to 27/30 addition, subtraction, multiplication and division problems using fractions.	B_3 The teacher will give Jim a worksheet with 30 problems. Jim will be required to write the answers Criteria: 27/30 correct in ½ hour.	B_3 Move from concrete examples to the abstract, beginning with teaching the concept of fractional parts. Use a game format to provide practice in computational skills. Provide much repetition in teaching each operation. Chart progress.	Mrs. Frost	3/1/80 - 5/31/80	

SHORT-TERM OBJECTIVES	EVALUATION CRITERIA	SPECIAL EDUCATION AND SUPPORT SERVICES (PHYSICAL, EDUCATION, SPECIAL MEDIA, AND MATERIALS)	PERSON RESPONSIBLE	BEGINNING AND ENDING DATES	RE-EVALUATION DATE
C_1 By May 31, Jim will learn three effective and appropriate ways for him to cope with frustration.	C_1 When placed in a frustrating situation, Jim's teachers will observe and record his behavior. The guidance counselor will be able to identify three different appropriate ways for Jim to respond to the frustrating situation in 80% of the instances.	C_1 - C_2 Jim should begin regular sessions with a guidance counselor and WEI while in the school building at least twice a week until Jim's temper outbursts begin to decrease. The sessions should contain controlled exercises where Jim can learn new ways to control his temper as well as opportunities to discuss his feelings and past outbursts. If temper outbursts occur during other classes, Jim should be asked to leave the room and "take a walk to cool off." This should be Jim's signal to go to the principal's office. Once there, he should be given a chance to calm down, talk with the principal, and return to class.	Mr. Baker and Mr. Johnson	10/10/78 - 5/31/79	
C_2 By May 31, Jim will no longer loose control of his temper while at school.	C_2 During the last eight weeks of school, there will be no reports of Jim losing control of his temper from any of his teachers or other school personnel.		Mr. Baker and Mr. Johnson	10/10/78 - 5/31-79	

SECTION 5

STRATEGIES FOR EDUCATING THE HANDICAPPED STUDENT IN THE GENERAL EDUCATION CLASSROOM

Goal: To provide participants with some techniques they can use to educate handicapped students in their classrooms.

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Activity 5-4: Grading and Reporting 319

NOTE TO THE INSTRUCTOR

The following activities are only a few that could be presented to general educators that would give them practical ideas of techniques they can use to teach handicapped students in their classrooms. For additional activities, please refer to training materials developed by the Midwest Regional Resource Center and commercial publishers.

ACTIVITY	OBJECTIVE	TIME	GROUP SIZE
Activity 5-1	a. To demonstrate a knowledge of the general principles of behavior management and specific adaptive strategies for behavior management.	Sixty minutes	Large group
Activity 5-2	a. To demonstrate knowledge of how to manage space in the general education classroom to accomodate the handicapped.	Sixty minutes	Large group
Activity 5-3	a. To demonstrate a knowledge of curriculum adaptations to meet the needs of handicapped students in the following areas: reading, language, arts, etc.	Sixty to one-hundred and twenty minutes	Large group
Activity 5-4	a. To demonstrate knowledge of methods of determining grades, modified grading systems for the handicapped and modified graduation requirements for handicapped students.		Large group

ACTIVITY 5-1: BEHAVIOR MANAGEMENT

I. Objective: To demonstrate a knowledge of the general principles of behavior management and specific adaptive strategies for behavior management.

II. Group Size: Large group.

III. Time Required: Sixty minutes.

IV. Physical Setting: Classroom style.

V. Materials:

Facilitator	Participant
Lecture notes	

VI. Procedures:

A. Before the Activity:

1. Prepare a sixty minute lecture on general principles and specific strategies of behavior management.
2. The following Facilitator notes contain specific information to develop this lecture.

From: Resource Manual: Survey of Exceptional Children, by Comprehensive Personnel Planning for the Handicapped: Kansas, Kansas State Department of Education, Special Education Section and the Midwest Regional Resource Center. Des Moines: Midwest Regional Resource Center, 1980.

FACILITATOR NOTES

General Principles of Behavior Management

Provide consistency. Classroom rules should be stated clearly and enforced with consistency.

Develop a contract or agreement with the student so that expectations are clear and understood. Pinpoint the desired behavior and the resultant consequences.

Consistently and immediately reinforce desired behavior with a meaningful reinforcer; e.g.,

verbal praise
tangible reward
notes sent home
free time
specific privileges or activities

Reinforce the student for successive approximations to the desired behavior.

Provide opportunities for successful display of the desired behavior or an approximation of that behavior. The student will easily become discouraged if he/she has much difficulty in obtaining such a reinforcer.

Individually chart the frequency with which the desired behavior occurs. By charting behavior, both teacher and student may take note of progress or lack of it. Effectiveness of treatment may be objectively determined.

After the desired behavior has been displayed, continue to reinforce it to maintain it.

Conduct teacher-student interviews to discuss problem areas.

Provide for group and individual opportunities to express feelings and discuss problems in a non-threatening environment (e.g., hold class meetings).

Establish good school-home relationships.

Consider treatment of the classroom environment; e.g.,

adjust the student's physical location
adjust the student's grouping with peers for academic tasks

Specific Adaptive Strategies

1. Does the student attempt to escape or avoid school or the classroom?

   a. Award every student with a reinforcer for each day's attendance at school. Have a party on Friday for all students who had perfect attendance during the week.

   b. Increase positive attention to the student when he/she is in the classroom. Minimize interaction with the student when he/she is inappropriately outside the classroom.

   c. Tell the student that if he/she does not leave the room without permission you will spend 20 minutes working with him/her on a favorite activity (e.g., sewing, model building, reading, etc.)

2. Does the student challenge authority?

   a. Arrange a "time-out" area in the room. If the student does not obey a direct command within 15 seconds, place the student in the time-out area for 5 minutes. After 5 minutes, allow the student to leave the time out area only if he/she is willing to follow your directions. Praise the student when commands are obeyed.

   b. Ignore the student when he/she disobeys a direction given to the class. Do not allow the student to comply with your next command to the class until he/she follows the first directive. Compliment the student for obedient behavior when your directions are followed.

   c. When the student begins a dispute concerning an assignment or direction, stop all interaction with him/her by turning and walking away. If the student begins an assignment or follows a directive without arguing, praise him/her.

3. Is the student uncooperative or disruptive in the classroom?

   a. Make an explicit rule concerning walking out and moving about the classroom. Ignore students who do not follow the rule. Praise students who observe the rules.

   b. Allow any student who has remained in his/her seat during the work period to play musical chairs, eraser tag, seven-up, or some other game involving movement.

   c. Set a timer for varying brief intervals. If the student has remained in his/her seat during the interval, reinforce the student with a reward or praise.

d. When the student talks out without raising his/her hand or interrupts a conversation, do not recognize him/her in any way. Turn your back or walk away if the student attempts to get your attention by tugging at your sleeve or by standing in front of you. When the student does raise his/her hand and wait for his/her turn to speak, recognize the student immediately and compliment him/her.

e. Move the student's desk away from other students to whom he/she tends to talk, and near children with whom he/she is unlikely to converse.

f. Give the student a slip of paper on which he/she is to record his/her own talkouts during a study period. Have the student return the slip to you at the end of class.

g. When the student begins a temper tantrum, immediately place him/her in the isolation or time-out area of the classroom. Be firm but unemotional in dealing with the child. After the student has been quiet for 5 minutes, allow him/her to leave the time-out area.

h. At the beginning of class, give the student five colored slips of paper with his/her name written on each. Each time the student is disruptive during the class, take one name slip away from him/her. Warn the student that this is what you are going to do.

4. Does the student destroy property of others?

   a. Desks and walls that are defaced by pen or pencil marks should, under close supervision, be washed by the child to the satisfaction of the teacher.

5. Does the student tease or interrupt other children when working?

   a. Do not reprimand the teasing student. Arrange with the student who is being teased that he/she will earn the privilege of helping you for two minutes after school each time he/she is teased but makes no response. Provide him/her with support.

   b. For a specific time interval during which the student does not bother anyone else in the class, allow him/her to spend one minute visiting socially with another student (at a specified time).

   c. Make a small isolation booth in a corner of the room by using a coat rack, bookcase, or other movable furniture. Each time the student interferes with the work of a classmate, send him/her to the time-out booth for 10 minutes.

6. Does the student seldom talk to peers or to the teacher?

   a. Let the student work with an especially friendly student on a special project. When a conversation between the two students is established, add a third student to the group and let them begin a new project.

   b. Attend positively to the student when he/she is playing or working with other children.

   c. Comment positively on the cooperative behavior of specific students at frequent intervals. Make certain that the isolated student hears your comments.

   d. Frequently send the student on errands which require that he/she talk to someone (e.g., deliver messages, request materials, make announcements, etc.)

7. Does the student actively resist academic tasks?

   a. Require only a small amount of academic work, after which the student is immediately rewarded with a meaningful reinforcer.

   b. Ignore comments such as, "I don't want to" or "I ain't going to do this stuff." If the student destroys his/her work, be prepared to give him/her another identical task. Do not allow the student to participate in another activity until he/she has begun the task. As soon as the student has begun the task, comment positively on the fact that he/she is doing it.

   c. Have the student choose a partner with whom he/she would like to compete.

   d. Compute the student's work rate each day. Provide one point for reaching a minimum rate and additional points for working at progressively higher rates. For example, give the student one point for doing his/her math assignment at the rate of three problems per minute, three points for a rate of five problems per minute, 10 points for eight problems per minute, etc. Let the student exchange his/her points for special activities, treats or privileges.

ACTIVITY 5-2: LEARNING ENVIRONMENTS

I. Objective: To demonstrate a knowledge of how to manage space in the general education classroom to accomodate the handicapped.

II. Group Size: Large group.

III. Time Required: Sixty minutes.

IV. Physical Setting: Classroom style.

V. Materials:

Facilitator	Participant
	Handout 5-1

VI. Procedures:

A. Before the Activity:

1. Prepare a brief introduction to the use of space as an intervention strategy.

B. Implementing the Activity:

1. Distribute Handout and have participants design a classroom environment that could accomodate a student who is mentally disabled, learning disabled, behaviorally disordered, visually, auditorily and physically handicapped.

Adapted From: *Yes You Can: Meeting the Needs of Handicapped Students in the General Education Classroom*. Des Moines: Midwest Regional Resource Center, 1980.

Handout 5-1

LOOK AT SPACE

Learners are constantly learning. As they move within the confines of their life-space, they are learning. Their life-space consists of territory through which and in which they move -- their homes, neighborhoods and school.

As you look at that part of the life-space of learners over which you have control, you may want to see if you are providing an educational environment for individualized learning to take place!

As the teacher, you arrange and organize elements within the classroom. You may be actually looking at or mentally "seeing" your classroom right now. The space you are viewing probably includes:

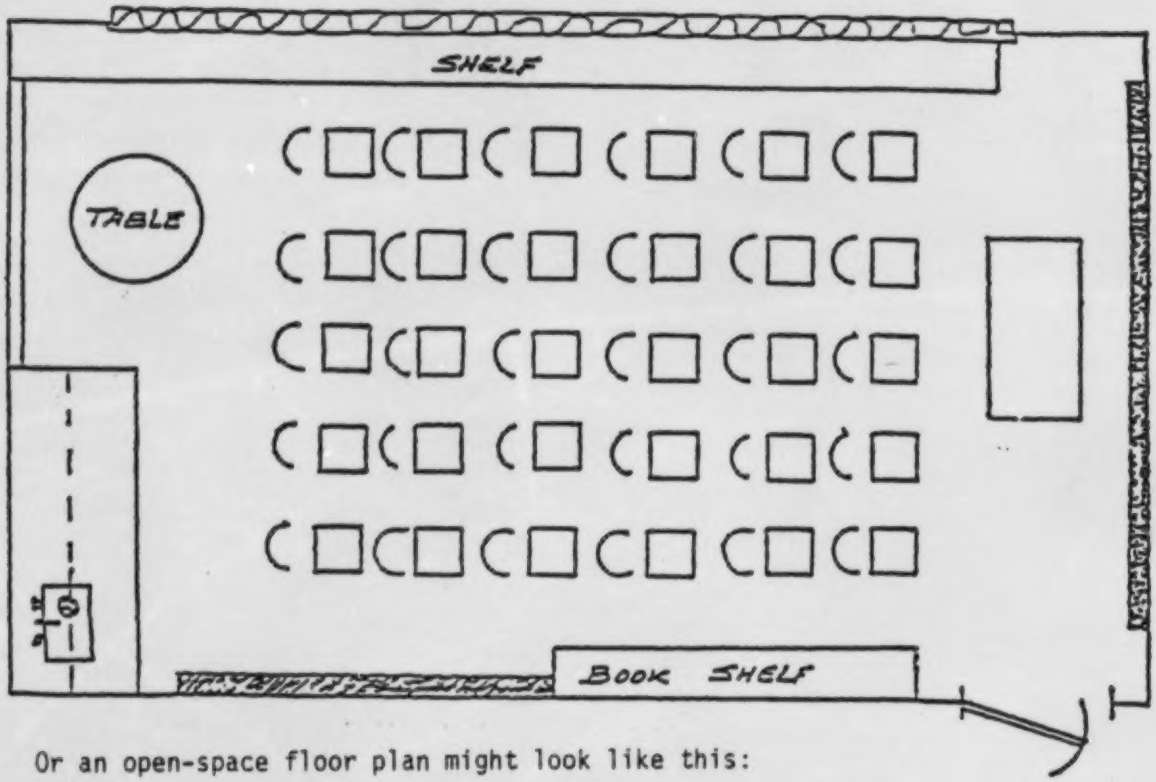
1. walls with blackboards or bulletin boards.
2. window or wall areas with counters, cupboards, shelves
3. furniture items such as desks, chairs, tables, moveable shelves, etc.

Your challenge, then, becomes to place the moveable items in such a way that there is the FLEXIBILITY required of an individualized learning environment and the VARIETY of areas which acknowledge how differently learners learn.

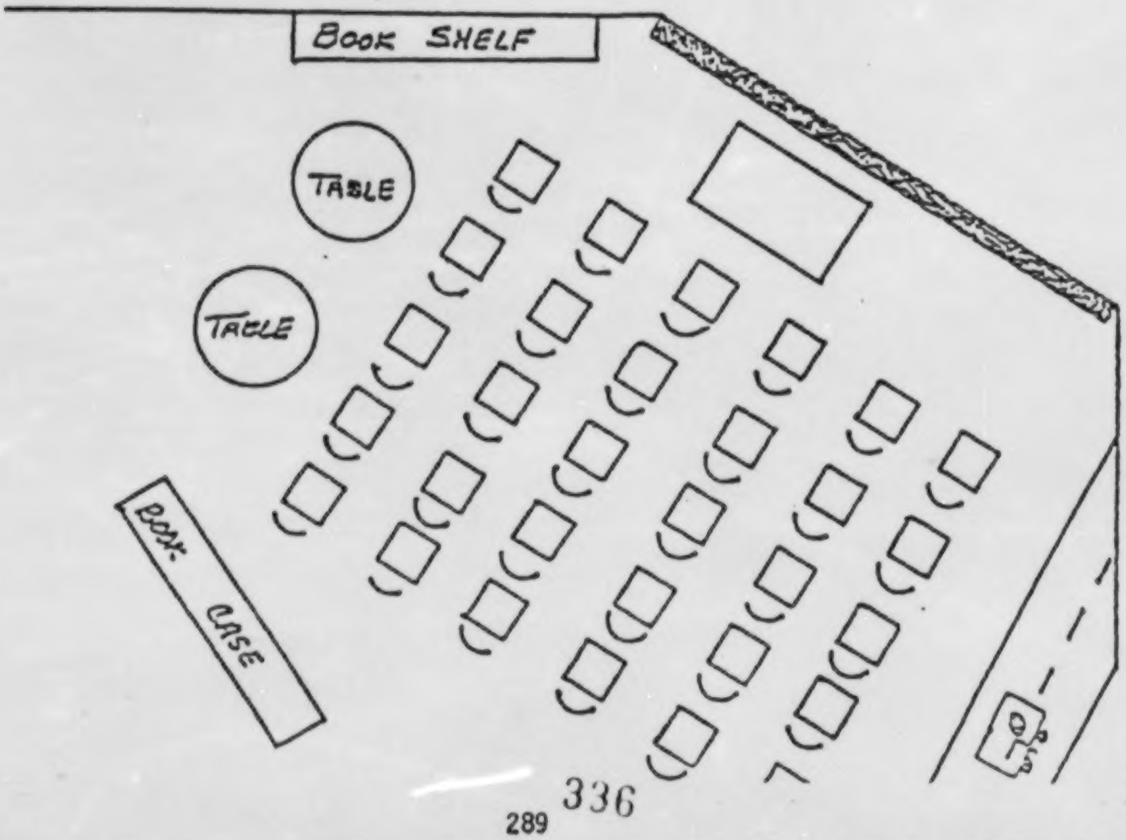
A simple trick to help you visualize your classroom setting as it looks now is to get a piece of paper (graph paper is great!) and outline your room. Then:

1. indicate windows with a wavy line - ∿∿∿
2. note doors with an angle - ∠
3. draw in cupboards and sink - ▭
4. specify black boards - ▬
5. specify bulletin boards - ▭
6. draw in your desk - ▭
7. draw in learner desks - □
8. add any other items of furniture - i.e., table ○

A rather familiar floor-plan in a self-contained room might look like this:


SHELF
TABLE
BOOK SHELF

Or an open-space floor plan might look like this:


BOOK SHELF
TABLE
TABLE
BOOK CASE

You may want to keep this floor plan in front of you as you ask yourself questions and determine whether or not you have the FLEXIBILITY you need for an individualized learning environment.

What it really boils down to is, you must make the most of whatever space you do have. The physical plant -- self-contained rooms or open space -- is a "given" and you will be confined by those outside walls whatever the shape! But you can UTILIZE SPACE in different ways. As you reflect upon your given space, ask yourself these questions:

1. Is there a hall that could be used?
2. Can learners move freely from place to place?
3. Is there a place for small group interaction?
4. Is there a place for large group interaction?
5. Are there places for individual, independent study?
6. Could I bring the total group together on a moment's notice?

Various sizes of groups engaged in learning activities with individual independent workers studying requires that there be the kind of mobility which does not interfere with or interrupt learners learning. This means that you have provided the traffic lanes for the mobility with no "one-way streets"!

One way to make sure learners have mobility and yet minimize interference is to use moveable pieces of furniture. As you look at your furniture, ask yourself:

1. Can the moveable tables be grouped or only used singly?
2. Is there a carrel/s?
3. Can a carrel be created?
4. Can a nook be created?
5. Is there a portable partition/s?
6. Is there a portable chalkboard/s?
7. Are there portable shelves?
8. Are materials organized for immediate access?

The creation of nooks, carrels, small group spaces is accomplished by moving furniture to structure such places. Putting desks into blocks seems to "free" space whereas rows of desks seems to "consume" space.

You may want to redistribute your furniture to:

1. "free" space
2. provide for flexibility
3. create a variety of areas

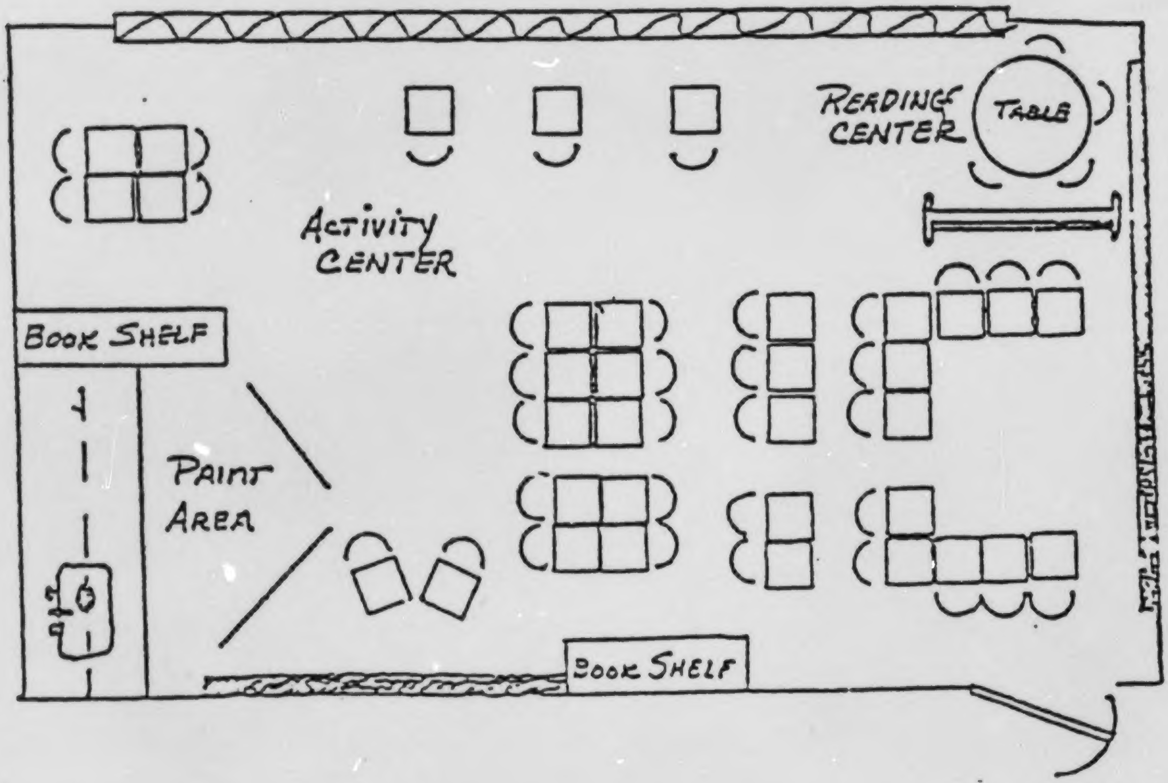
If so, the rearrangement can be done on paper. It is definitely easier than actually moving furniture! So take another piece of paper and begin by:

1. making the outline of the room
2. adding the windows, doors, cupboards and sink
3. draw in the blackboards and bulletin boards

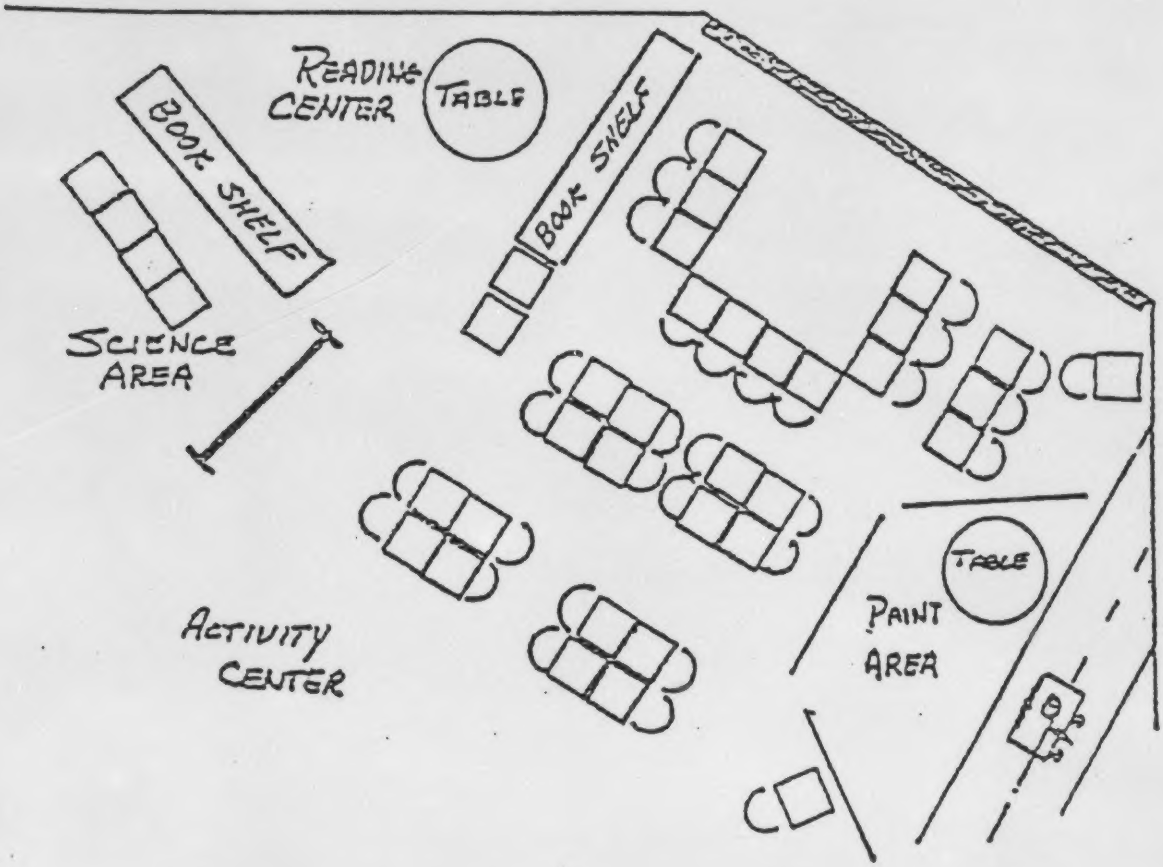
THEN, begin placing

4. table, carrels for independent study areas
5. tables or blocks of desks for small group interaction
6. moveable partitions or shelves to create a nook
7. desks in blocks to facilitate grouping

A redesigned floor plan in a self contained room, using the same elements as the previously drafted room, might look like this:


READING CENTER
TABLE
ACTIVITY CENTER
BOOK SHELF
PAINT AREA
BOOK SHELF

Or a redesigned open-space floor plan might look like this:


READING CENTER
TABLE
BOOK SHELF
BOOK SHELF
SCIENCE AREA
ACTIVITY CENTER
TABLE
PAINT AREA

Amazing, isn't it, how much more space you now have? You have actually "freed" space!

As you consider your redesigned space, you may want to double check with these questions:

1. Can learners move freely from place to place?

   That means,

   No one way streets or dead ends!

2. Is there a place or places for small group interaction?

   That means,

   A study table or block of desks with partitions for visual screening to make it into a nook.

3. Is there a place for large group interaction?

   That means,

   A place for input sessions which will not interrupt small groups or independent workers.

4. Are there places for individual independent study?

   That means,

   Desks or carrels on the sides of the room to minimize distractions.

5. Is there an area to bring the total group together on a moments notice?

   That means,

   A free space for ALL learners to assemble without having to move any furniture. This is crucial in an open-space setting where a hundred or more learners may need to be brought together.

After you double check for FLEXIBILITY, you may want to consider the different ways learners learn. A VARIETY OF AREAS in which sensory perceptions are provided for is your next step. These might include:

1. auditory perceptions
2. visual perceptions
3. manipulative perceptions

When you are considering auditory perceptions of learners in the light of individualization, you will probably want to have noisy and quiet activities taking place simultaneously. It is helpful if there are, as parts of the physical plant, acoustical materials such as ceiling tiles, carpeting, etc.

BUT since you live with reality and not the ideal, you may not have the acoustical tile or the carpeting. In that case, you can start to drop hints to the principal, central staff and perhaps Santa Claus! And you can as a faculty member work for fewer bells, PA announcements, etc. that become irritating distractors.

Some things you can do something about would include making arrangements for listening equipment to be placed in carrels for independent study or tables for small group work. Equipment that you could arrange for through the Media Center or might be part of your own room equipment would include:

1. head phones
2. tape recorders
3. cassette recorders
4. phonographs
5. etc.

Having looked at the auditory aspect, you may want to consider the visual perceptions of learners, in the light of individualization. Although you probably want to see the total room from a specific position to insure a broad visual field, there is a need to screen off some areas. These screened-off areas become nooks, centers for individual independent learning or small group interaction. These screened-off areas can be used for:

1. viewing purposes and darkened
    a. films
    b. film strips
    c. etc.

If the visual barriers are portable, they can be quickly moved to fit specific needs of learners as you diagnose and prescribe experiences.

You can use color and texture to provide interest and variety. Color and texture help to:

1. define the area

   or

2. spotlight the area

Some learners learn better by handling or manipulating concrete things, so that you may want to provide some messy areas. These areas might include:

1. an area for art or science work close to the plumbing facilities
2. a work area for large building projects (e.g., models of volcanoes, communities, farms, etc.)
3. an area for art printing stations, paper mache, clay, etc.
4. an area for woodworking or cooking equipment and other special activities

Thus far you have looked at FLEXIBILITY and a VARIETY OF AREAS.

Now your attention should be directed to the PHYSICAL UTILITY for work.

1. Are heat, light and ventilation adequate for the specific educational purposes?
2. Is color used to maximize pleasant feeling tones?
3. Is adequate maintenance provided?

And this brings us to the learning of learners! Are they responsible for:

1. neatness of the room
2. management and care of materials

So looking at space means looking for ways to help learners learn and recognize that school-space is life-space both relevant and exciting!

ACTIVITY 5-3: CURRICULUM ADAPTATIONS

I. Objectives: To demonstrate a knowledge of curriculum adaptations to meet the needs of handicapped students in the following areas:

- reading
- language arts
- spelling
- handwriting
- science and social studies
- mathematics
- attention to task
- organization/study skills
- self concept

II. Group Size: Large group

III. Time Required: One to two hours

IV. Physical Setting: Classroom style

V. Materials:

Facilitator	Participants
Lecture notes	Handout 5-2 or 5-3

VI. Procedures:

A. Before the Activity:

1. Prepare a one-hour lecture on how to adapt curriculum to meet the needs of handicapped students. Concentrate on adaptations necessary for mildly mentally disabled, learning disabled, and behaviorally disordered students.
2. The lecture notes on curriculum adaptations will provide you with background information.

Adapted From: Yes You Can: Meeting the Needs of Handicapped Students in the General Education Classroom. Des Moines: Midwest Regional Resource Center, 1980.

B. Implementing the Activity:

1. Present the lecture.
2. Distribute Handout 5-2 or 5-3. 5-2 is for elementary teachers and 5-3 is for secondary teachers. However, some of the suggestions in each are applicable for all age levels.

C. Establishing closure:

1. Ask each participant to implement one curriculum adaptation for a student for two weeks.
2. Have each participant keep and record the results of the adaptation.

LECTURE NOTES: CURRICULUM ADAPTATIONS

Overview

1. Carefully evaluate the student's learning characteristics. Once the student's strengths and weaknesses are determined, this information can be used to find the best teaching methods for the student. Generally, it is advisable to teach through the strengths to the weaknesses. For example, use a strength in oral story telling as the basis for written composition.

2. Make sure the student is "ready" to learn a skill. The teacher should understand what the stages of readiness for learning are and should make sure that prerequisite skills have been acquired.

3. Begin instruction at the appropriate level.

4. Present learning experiences in a variety of ways -- through the motor, tactile, kinesthetic, auditory and visual modes. In this way, the student may group and learn the material in the most comfortable way possible for him.

5. Give the student concrete materials to utilize in learning, such as an abacus or an anatomical model of the heart.

6. Present materials in small, distinct steps or parts. By breaking up a concept or skill into parts, the student can thoroughly learn one part at a time.

7. Provide adequate drill activities and opportunities for practice of both newly and previously learned skills.

8. Give assignments that are short so that the student's attention is not required to remain on any task for a prolonged period of time.

9. Provide alternative methods for accomplishing a task, such as taking tests orally rather than in writing.

10. Allow the student to use learning aids, such as a tape recorder, reference charts, etc.

11. Limit the details and the number of activities on worksheets. Make sure worksheets are legible and well-spaced.

12. Use short, one-concept commands and directions, accompanied by demonstrations or a visual example.

13. When grading performance, assess the skill being tested separate from handwriting, spelling or neatness.

14. Give immediate feedback on assignments and tasks. Learning is facilitated through appropriate knowledge of results.

15. Carefully control the structure of the classroom. Students should always have activities or work assigned or available to them.

16. At the secondary level, make content and examples as relevant to real-life situations as possible. For example, arithmetic problems could deal with prices, credit, wages, etc.

17. Secondary school teachers may find that using techniques associated with the Directed Reading Activity (Setting a purpose for reading, introducing new vocabulary, etc.) will benefit all students as well as the special needs student who may have difficulty in content area reading.

Reading

1. Go slowly. Do not introduce a new skill until the old one is completely mastered. Teach for overlearning.

2. Color key vowels and keep a vowel chart handy where the child can find the correct sound for the letter.

3. Relate sounds, especially vowel sounds, to concrete objects (e.g,, a = apple, i =indian, o = octopus, etc.).

4. Allow the student to use reading "aids" (e.g., a marker or finger to keep his place, sub-vocalization during silent reading, etc.).

5. Provide drill and repetition using supplementary materials (e.g., language master, reading games, tachistoscopes, phonics workshops, peer-tutoring, dittos, etc.).

6. Tape record passages from the text and have the student listen and follow along in the text. The technique of following along in the text reinforces the words the student already knows and immediately gives him those that he does not.

7. When possible, underline the important words or ideas. In this way, the student is visually aware that this item is something he should know about, and therefore, he attends to it.

8. Allow the student who, with time, is able to use the regular text, to have additional time to read. Provide him with the opportunity to take the assignment home or to study hall. In this way, the student is not penalized for his lack of reading speed.

9. Break down a reading assignment into parts, perhaps as small as one or two paragraphs/pages and have the student concentrate on reading each of these small sections. Provide a purpose for reading, such as introductory questions.

10. Introduce new vocabulary prior to having students read. New words should always become part of the student's oral language vocabulary prior to reading or writing.

11. Encourage pleasure reading. One way to accomplish this is to set aside a certain amount of time during the day or week during which everyone (including the teacher) will read something of his/her own choosing.

12. Avoid using reading as a punishment.

13. Make sure students have sufficient background of information before beginning to read. The average person picking up a technical article on atomic physics would have a great deal of difficulty in understanding what was read due to insufficient knowledge of the subject. The same is true of a student beginning a new science unit. A certain amount of background must be given (including vocabulary) if reading is to be meaningful.

Language Arts

1. Permit the student to dictate thoughts into a tape recorder, listen to the recorder and write the story while listening.

2. Have the student dictate thoughts or a story to the teacher before writing.

3. Allow the student to write about his/her own experiences. This facilitates organization of thoughts.

4. Structure writing assignments so that the student knows exactly what to do. Provice: (a. an outline or encourage formulation of an outline, (b. a title, and (c. a list of words to use in a story.

5. Provide the student with visual aids, such as pictures, to stimulate ideas.

6. Try using the sentence as a unit of composition rather than lengthy essays. All grammar and style can be taught via this short, easy-to-grade assignment. The teacher can easily individualize sentence beginnings he/she supplies, first orally, then in writing.

7. Have the student complete sentence beginnings supplied by the teacher, first orally, then in writing.

8. Encourage self-correction of grammatical mistakes.
    a. The student may read his composition to another student.
    b. The student may read his composition into a tape recorder and listen to it.

9. Pair students to proofread each other's work for punctuation and capitalization checks.

10. Provide a checklist, either personal or for the entire class, for punctuation and capitalization.

11. Allow time for oral language expression.

12. Provide model sentences for the student to imitate. Having the student generate many sentences with the same structure will help him/her internalize that structure. Begin sentence imitation with simple sentences, such as: "The blanket was soft and fluffy." As students gain mastery, move on to more complex sentence structure.

13. Have students combine two or three simple sentences into one to facilitate development of syntax. Since the teacher provides the sentences, students do not have to worry so much about "what to say" and can concentrate on sentence structure.

Spelling

1. Reduce the number of words to be learned.

2. Provide opportunities for practice using various materials (e.g., spelling games, typewriter, language master, oral drills, boardwork, etc.).

3. Have the student trace the word while sounding out the word and looking at it.

4. Use word lists from sources other than the spelling book (e.g., math words, student-selected words, seasonal words, vocabulary words, etc.).

5. Test the student in different ways:
    a. If the student has a visual-motor problem, let him take tests orally; that is, let him spell the words to the teacher.
    b. Reduce the number of words per test.
    c. Test more frequently.
    d. Give tests slowly.

Handwriting

1. Use duplicated material as much as possible.

2. Require less copying.

3. Allow oral responses to tests using a tape recorder, or for the older student, typed responses.

4. Provide true-false or multiple choice test formats for tests.

5. If possible, teach poor writers to type and allow them to type their assignments.

6. Use a variety of writing implements or aids -- thick pencils, felt-tip pens, pencil grips.

7. If copying from the board is a problem,

    a. allow the student to first copy from a second sheet of paper at his desk, and

    b. gradually move the paper further from his copy.

8. Tape the paper to the desk for the student who cannot seem to keep it there by himself.

9. Allow writing to be on larger paper with clearly marked lines for guides. Strips of tagboard may also be used as a guide.

10. For students who have difficulty starting on the correct side of the page, place a green dot or line along the left side of the paper so he knows where to begin. (Green means "go".)

11. If spacing between words is a problem, have the student "finger-space" (i.e., place a finger between each word as a guide when writing).

12. If the student shows progress in cursive writing, allow him to use it. Some students do better at cursive writing than at printing, and it is not necessary for a student to master printing before attempting cursive writing.

13. Provide individual tracing and copying activities (e.g., templates, dittos, boardwork, etc.).

Science/Social Studies

1. Reword homework or test questions in easier terms.

2. Permit taping of lectures.

3. Tape record a reading assignment or have another student do it. The poor reader then can either just listen or follow along, in class or elsewhere.

4. Allow the student to do fewer questions.

5. In assignments, textbooks or tests, color code or underline important words or phrases so that the student is visually aware of their significance.

6. Substitute projects for written assignments or reports, if the student has reading difficulties. These may include oral reports, posters, charts, drawings, constructions or models, collections, etc.

7. On a group project, pair a good and a poor reader.

8. Encourage oral contributions.

9. Provide the student with study questions or ask the student one or more questions before he begins a reading assignment. This helps the student organize his thinking and direct his reading.

10. Allow the student to use filmstrips or other visual aids that stress the same concepts as the lesson, rather than require him/her to read the assignment.

11. Find materials written on the student's reading level that cover the same topic and allow him/her to read these instead of the class assignment.

12. Alter the test format:

    a. Utilize shorter tests
    b. Permit oral responses
    c. Give the test orally; put questions or language master cards
    d. Utilize true-false, matching, or multiple choice (to avoid essay questions).

13. Allow the student more time to complete assignments.

14. Have more advanced students write a chapter of test "in their own words." This can be used as a comprehension assignment for more advanced students, and their product can be used as reading material for a child with a reading deficit.

15. Introduce new vocabulary prior to having students read.

16. At the secondary level, avoid forcing students to read aloud. For a student with reading problems, this can be very embarrassing; in addition, comprehension will most likely be poor when reading aloud.

Mathematics

Difficulties in math may be related to poor reading skills, poor concept development, poor organization skills or high distractibility, and/or poor memory skills. The results may be: problems with understanding written directions and comprehending word problems, understanding the concepts presented, losing the place on a page filled with problems, performing basic operations or remembering math facts. The strategies listed below may assist the student with these problems.

1. Use concrete and/or manipulative materials to demonstrate concepts (e.g., coins, cuisinaire rods, clocks, an abacus, geometric shapes, etc.).

2. Allow the student to use such computational aids as counting blocks, fingers, number lines, an abacus, charts and tables, or a calculator.

3. Supply graph paper to assist in organizing and aligning computations.

4. Mark the process signs on the student's paper in color to draw his/her attention and reduce carelessness.

5. Provide frequent drills, utilizing devices such as a language master, math games, flash cards, peer-tutoring.

6. Reduce new skills into smaller steps.

7. If the student has reading problems:

    a. Word problems may be read for him/her or taped,
    b. Word problems may be reworded,
    c. Important words may be underlined (also good for directions on a test or worksheet).

8. Assign smaller quantities of work:

    a. The student may only do the problems which the teacher has started.
    b. The student may do only a specific number of problems, starting at the beginning of the list.

9. Space the problems farther apart on the page so that the student is not distracted and is less likely to lose his/her place.

10. When a worksheet or test has several kinds of problems on the same sheet, group problems of the same process together for the student who has difficulty paying attention to sign changes. Going one step further, the teacher may actually cut the test or worksheet into sections of similar problems.

11. On a worksheet, give an example of the problem or problems. This eliminates the possible confusion over what the student is expected to do. Where possible, include pictures to aid the student in visualizing the problem.

12. Reduce the amount of material tested at one time.

13. Use fill-in questions that have a space provided for each letter in the required word,

    (e.g., "A figure with four equal sides and four equal angles is called a _ _ _ _ _ _"). The first letter of the missing word can be provided as an added clue.

14. Score a test according to the number of correct out of the number attempted in order to give the slower-working student credit for his/her accuracy and effort (e.g., number correct) (e.g., number tried).

15. Wherever possible, relate problems to real-life situations, such as making change or computing salary, sales tax or credit liabilities. Income tax forms or check book stubs can be used in teaching basic operations.

Attention/Concentration

1. Make sure the student is completely attentive when directions are given.
    a. Have each student raise his/her hand while directions are being given.
    b. Ask the student if he/she is ready to listen.
    c. Turn the light off and on before giving directions to attract attention.
    d. Have the student repeat the directions to you.
    e. Give oral directions using visual cues for attention and reinforcement.
    f. Break complex directions into steps. List the steps of the directions so that the student may follow them as he/she works.

2. Eliminate extraneous stimuli as much as possible.
    a. Use study carrels or booths.
    b. Clear desks of any unnecessary materials.
    c. Try to place the student's desk away from distracting stimuli.

3. Allow the student to have a minimum of unstructured time.

4. Include time in the daily routine for physical movement.

5. Verbally praise the student or provide a reinforcer for good listening.

6. Put a hand on the student's shoulder to gain and maintain attention when information is presented orally.

7. Assign the student brief tasks in which he/she can be successful.
8. Use concrete material that will attract the student's attention to the task.
9. Employ audio-visual materials to help focus the student's attention.
10. Allow the student to check his/her own work as soon as it is completed.
11. Ignore the student until he/she completes some portion of the task. As soon as the student begins the task, praise him/her for having begun the work.

Organization/Study Skills

1. Assign a peer to the disorganized student.
2. Structure classroom procedures and develop routines.
3. List for the student, or have him/her list, the things to be done that day. The student may keep this list handy to note what has been accomplished.
4. Block off sections of work which the student has completed so that he/she always knows where he/she is on page.
5. Provide the student with directing questions before he/she reads an assignment so he/she knows what is especially important.
6. Encourage the use of work folders so that loose worksheets may be put somewhere. Suggest, too, the possibility of keeping a loose-leaf notebook with separate sections for class notes, handouts and assignments.
7. Mark with a green dot (green means "go") the place on the paper where the student is to begin.
8. Draw lines on or fold worksheets or tests to divide them into various sections by types of questions or problems.
9. Teacher or student may list steps in an experiment or mathematical process so that the student knows exactly what to do.
10. Write homework assignments on blackboard and have students copy into notebooks. Make sure directions are clear.
11. Be sure to collect homework assignments.

12. Try to provide a time when the student can come to you for additional help with homework.

13. Daily, assign a student to take notes on class lectures using a ditto or master or carbon paper. Copies can be used by students who have difficulty in taking lecture notes. Copies can also be given to absentees.

14. When lecturing, develop an outline on the blackboard as you speak.

Self-Concept

1. Provide opportunities for academic success:
    a. Have the student work at a level where he/she can achieve success. Gradually increase the level of difficulty.
    b. Provide opportunities for the student to help other students in areas of his/her strengths.
    c. When giving feedback on tests, mark the correct responses instead of the incorrect responses.
    d. Provide praise as reinforcement for good work.
2. Be firm yet supportive. Reward or praise should only be given when the situation warrants it. Students quickly become aware of "charity".
3. Assign the student special tasks that support his/her self-concept. For example, allow the student with artistic talent to help you decorate the classroom.
4. Avoid comparing the student with a poor self-concept with other students in the class.
5. Avoid using timed learning experiences.
6. Try to minimize anxiety-producing situations for the student.

HELPING THE TEACHER...
HELP THE STUDENT

STRATEGIES FOR HELPING THE HANDICAPPED STUDENT

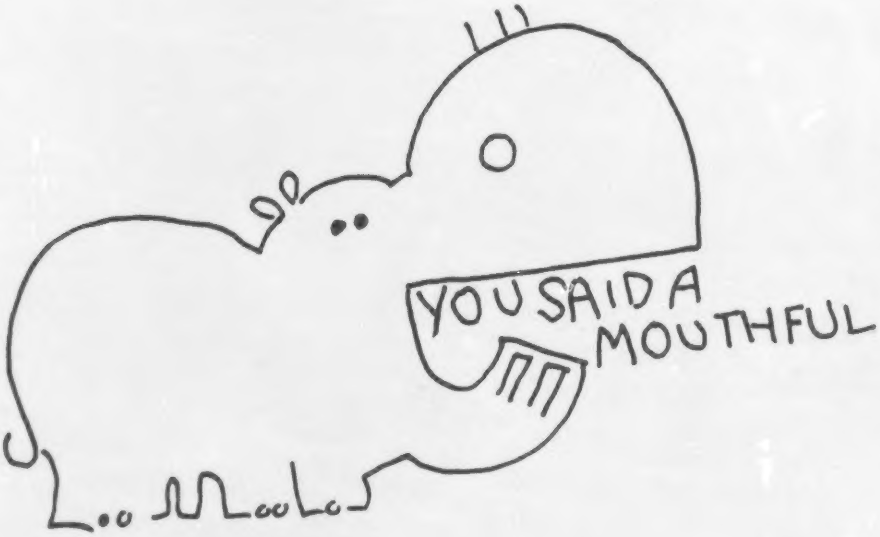
IN THE

GENERAL EDUCATION CLASSROOM AT THE ELEMENTARY LEVEL

BEHAVIOR

What can a teacher do when a student is restless and distractable?

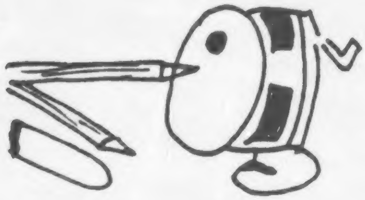
- Allow the student to run errands, sharpen pencils or other motor activities to release energy constructively.
- Place the student in a quiet environment, such as a carrel, to avoid distraction.
- Avoid seating the student near a window or door.
- Be consistent - students respond best to definite orderly procedures.
- When a student appears to be inattentive, look for ways to involve the student in activity, such as distributing papers.



FOLLOWING DIRECTIONS

What can a teacher do when a student has difficulty following directions?

- Provide directions orally and in writing by putting directions on the board or providing a sheet of directions the student can use for reference.
- Tape record directions and allow the student to listen as many times as necessary.
- Utilize student assistants to man a "helping" station for clarifying directions.
- After giving directions, check to make sure the student understands what is expected by having him repeat the directions back.



PENCIL AND PAPER TASKS

What can a teacher do if a student is unable to determine where to begin on paper, skips items and writes all over the page?

- Modify the amount of work on a page - instead of one page with twenty problems, provide four pages with five problems on each page.
- Have the student use paper with lines darkened by markers to facilitate writing on the lines.
- Teach the student to type work instead of writing it.
- Allow the student to use a tape recorder or respond verbally when taking tests.
- Provide visual cueing by:
    a. color-coding the place to begin,
    b. drawing arrows to indicate direction of sequence,
    c. blocking or masking all but the item the student is working on.

MOTIVATION

What can a teacher do if a student "daydreams" frequently?

- Check to make sure the work is not too difficult or too easy.
- Try to make the task more interesting; for example, by allowing a student to print answers to math problems with a library stamp.
- Set a timer to ring at random intervals and reinforce the student when the bell goes off, if he is working.

"I DON'T WANT TO"

What can a teacher do if a student refuses to do an activity?

- Ignore statements like, "I don't want to" or "I won't do it."
- If the student destroys his paper, provide him with another identical paper.
- Don't allow the student to participate in another activity.
- Reinforce the student as soon as he begins the task.
- Ask the student to do small amounts of work and upon completion, allow the student to make one move in a checker game you're playing with him.
- Provide several activities to teach a skill and allow the student to choose the one he would like to do.

SLOW STARTER

11 12 1
10 2
9 3
8 4
7 6 5

What can a teacher do if a student is slow to start work:

- When an activity is assigned, set a time for one minute and allow extra recess time if everyone has begun work when the bell rings.
- Provide the student with a work area free from noise and distraction.
- Reinforce the student as soon as he begins an activity.
- Chart the number of minutes that pass before a student begins a task and reinforce the student when growth is reflected on the chart.
- Provide the student with a task that is simpler or shorter than usual and if the student begins quickly, continue giving the easier task until a pattern of beginning immediately is formed -- gradually increase the complexity and length of the task.

Developed by: Midwest Regional Resource Center, Drake University
Des Moines, Iowa, 1979.

Handout 5-3

SPECIFIC ADAPTIVE STRATEGIES IN READING

Often students with difficulties in reading throughout their years in school will devise methods to compensate or avoid any reading activities. These students may have difficulty with word recognition and/or comprehension. Since reading is critical to content areas throughout the high school curriculum, adjustments must be made to help these students learn content.

1. Tape record passages from the text. The student may follow along in his text. In this way, he/she receives the information through visual and auditory channels.
2. Underline important words or ideas when possible.
3. Give a slow reader ample time to complete the assignment.
4. Provide clear purpose for reading.
5. Divide the assignment into small parts.
6. Introduce new vocabulary before having students read.
7. Make sure the students have sufficient background before reading a technical article. A brief introduction will benefit all students.
8. Summarize the previous day's reading. This is helpful to students who have word recognition problems, and concentrate more on recognition than comprehension.

From: Integrating the Mildly-Handicapped Student in the Secondary Classroom: An Inservice Training Package by Faith Huitt and the Midwest Regional Resource Center. Des Moines: Midwest Regional Resource Center, 1980.

SPECIFIC ADAPTIVE STRATEGIES IN LANGUAGE ARTS

Written Expression

Students with difficulties in written expression have a variety of problems. Usually, they lack the ability to organize thoughts for written communication, have difficulties with syntax and grammatical order, and cannot apply the rules of punctuation and capitalization.

1. Permit the student to dictate thoughts into a tape recorder.

2. Writing about one's own experiences may help the student organize his/her thoughts.

3. Give concrete examples of the assignment, i.e. outline format, purpose, length.

4. Pair students to proofread each other's written work.

5. Avoid correcting every error in a composition by a student with many, many problems in this area. Instead, focus on one error pattern at a time. Perhaps you and the student could develop a priority list for developing skills.

6. Provide a checklist for punctuation and capitalization.

7. Instead of correcting mechanical problems, make an "x" in the margin, and let the student find his/her error.

8. Help students with problems with organization of thoughts by having them write about a "step-by-step" procedure. For example, how to make a cactus garden, how to change oil in a car, or how to do batik.

SPECIFIC ADAPTIVE STRATEGIES IN LANGUAGE ARTS (cont'd)

Spelling

Students who have difficulty in spelling are often having problems in reading. Many times this is related to problems in sequencing skills or visual-motor skills. By junior high and high school, deficits in spelling skills are extremely frustrating for the student, since note-taking and completing written assignments is necessary daily.

1. Supply the student with a "survival" spelling list for reference.
2. Encourage students with spelling problems to invest in a spelling dictionary.
3. Reduce the number of words to be learned at one time.
4. If the student has a visual-motor problem, let him take the test orally.
5. Encourage students to develop a "buddy system" for proofreading each other's papers for spelling errors before handing them in.
6. Advocate the "cover and write" method of learning new spelling words. The student writes the word twice while looking at it, covers it up, writes it, then repeats the process.
7. Encourage students to use typing as a method of learning spelling. This technique combines the use of sight, sound, and touch for learning.
8. Teach students basic roots, suffixes, and prefixes as a guide to spelling words correctly.

SPECIFIC ADAPTIVE STRATEGIES IN LANGUAGE ARTS (cont'd)

Handwriting

At the secondary level, many problems in handwriting may be caused by motor difficulties. The student who has difficulties in handwriting often prefers manuscript and will avoid cursive, if at all possible.

1. Allow oral responses to tests, when appropriate.
2. Encourage the student to learn how to type.
3. Require less copying assignments.
4. Provide true-false or multiple choice test formats for tests, whenever appropriate.

SPECIFIC ADAPTIVE STRATEGIES IN MATHEMATICS

Deficits in math may be related to a variety of problems. The student may have difficulty in conceptual development, have poor memory skills, poor reading skills, be distractible, or have poor organizational skills. Because the math taught at the secondary level demands skill development based on elementary math instruction, the student with math difficulties faces what may seem like an impossible number of tasks. Emphasis should be placed on practical application and survival math needs for the student after high school.

1. If a student understands the required process to solve a problem, but has not mastered the multiplication tables, etc., allow the student to use a calculator or self-help chart to avoid frustration. Remember, this student has been exposed to a variety of teaching styles and years or emphasis on the "multiplication table" and still hasn't learned it.
2. Relate problems to everyday situations whenever possible.
3. Graph paper may be helpful in organizing and aligning computations.
4. Reduce assignments according to ability to learn.
5. Help students analyze their errors.
6. Give examples of problems and procedure for solving on worksheets.
7. Use consistent language when referring to math terms.
8. Develop a reference dictionary in math for the student. This will provide the student with a "model", easily accessible as he does a math assignment.

SPECIFIC ADAPTIVE STRATEGIES IN SCIENCE/SOCIAL SCIENCE

These content areas are advantageous for the handicapped student because they lend themselves to visual materials, hands-on activities, and laboratory situations. However, the information in science and social science is often technical in concept and vocabulary. A large portion of science and social science classes involve lecture, discussion, and small group work.

1. Permit the student to tape lectures.
2. Use underlining or highlighting of important information for the student on handouts.
3. Encourage oral contributions.
4. Provide a study guide for the unit.
5. Preview vocabulary for a chapter or unit.
6. Alter testing format, when appropriate, to utilize true-false, matching, or multiple choice answers.
7. Avoid forcing students to read aloud. This can be very embarrassing for the student with reading problems.
8. Allow student to use filmstrips or other visual aids that stress the same concept.
9. Find materials written on the student's reading level that cover the same content.
10. Substitute projects for written assignments or reports, when appropriate.

ACTIVITY 5-4: GRADING AND REPORTING

I. Objective: To demonstrate a knowledge of methods of determining grades, modified grading systems for handicapped students, and modified graduation requirements for handicapped students.

II. Group Size: Large group.

III. Time Required: Thirty minutes.

IV. Physical Setting: Classroom style.

V. Materials:

Facilitator	Participants
Facilitator notes: Excerpts from Diplomas, Graduation Requirements and Grading Procedures for Handicapped Students	Handout 5-4

VI. Procedures:

A. Before the Activity:

1. Prepare a lecture on alternative grading procedures and graduation requirements for handicapped students. Specific information is provided in the Facilitator notes.

B. Implementing the Activity:

1. Present lecture and have participants discuss the advantages and disadvantages of the various approaches.

C. Establishing Closure:

1. Distribute the Handout and have participants present alternative grading procedures for their classrooms.

FACILITATOR NOTES

EXCERPTS FROM:

DIPLOMAS, GRADUATION REQUIREMENTS AND GRADING PROCEDURES FOR HANDICAPPED STUDENTS:

A POLICY RESEARCH REPORT

Prepared for

the Midwest Regional Resource Center

by

The Policy Research Center
The Council for Exceptional Children
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Reston, Virginia 22091

Josephine Barresi, Specialist for Policy Research
Jean Harris Mack, Education Specialist

Excerpted from: "Monograph 3: Grading and Graduation Requirements for the Handicapped Secondary Student," Integrating Secondary Handicapped Students into Vocational and General Education Curriculums. Des Moines: Midwest Regional Resource Center, 1980.

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GRADUATION REQUIREMENTS

Some handicapped students can meet existing graduation requirements. Many students with impairments are enrolled in regular education programs and are able to meet the regular criteria for graduation. Once they have completed the criteria for graduation from high school, they should receive a regular diploma. To deny granting a diploma to these students once they have earned it would violate Section 504, the Federal statute prohibiting discrimination on the basis of handicap.

Modifications to Graduation Requirements

Other handicapped students are also able to meet the regular graduation requirements, but because of their handicap, they do so differently than their nonhandicapped peers.

Three types of modifications designed to eliminate discriminatory effects without requiring districts to waive course or academic requirements are:

1. Course Substitution - A deaf student may be permitted to substitute an art appreciation or music history course for a required course in music appreciation. A physically handicapped student may receive adaptive physical education. Whenever a student's handicap makes participation in a course inappropriate, unduly difficult or meaningless, another course should be substituted which satisfies the intent of the requirement.

2. Curricular, Method, Evaluation or Materials Modification - The manner in which courses are conducted may have to be adjusted to accommodate a student's handicap. For example, adjustments in practical arts courses or in science laboratories may include the use of brailled texts and a student partner assigned to a blind classmate.

3. Additional Time Required for the Completion of Degree Requirements - Time needed to complete assignments during the school day, extending the semester or even the basic 4 year requirement by delaying graduation may be necessary to insure handicapped students are not subjected to discrimination by applying a time standard made impossible to achieve because of the presence of a handicap.

There are still other handicapped students who are unable to meet requirements for graduation in terms of academic subjects because the educational needs of these students are so severe that the major portion of their schooling takes place in a special education program. These students have little or no access to the regular curriculum. Handicapped students who are not exposed to the material in the regular curriculum would be penalized if not given a diploma which they never had a chance to earn if the diploma is based on the regular curriculum alone. There are two options to correct.

this situation and allow special education students to complete for a diploma without sacrificing the value of the document.

1. *Develop Special Education Curricula that Corresponds to Regular Curricular Areas* - Essentially this would mean developing a Special Education English program, a Special Education Social Studies program and so on. Consumer survival, self-help skills, and other activities of daily living usually needed by special education students may satisfy the requirements for graduation based on their program. Diplomas would be awarded to handicapped students who complete a special education program without differentiation. Differences between the special education program and the regular school program would be noted on the student's transcripts of records.

2. *Base Standards on the IEP* - Without a special education curricula the members of the IEP team must prescribe performance standards in basic skill areas each student must achieve in order to receive a diploma.

Alternative Approaches to Satisfy Graduation Requirements

Examples of such alternatives include the following:

1. *Work-Training Programs* - This option allows students to explore career interests in occupational fields through a program not offered in the regular or special high school curriculum.

2. *Work-Study Programs* - This combination affords students an opportunity for earning income while attending school at least half-time.

3. *Credit for Part-Time Work Experience* - Students with employment experience may obtain credit for such experience as a substitute for class attendance and course and unit of credit requirements.

4. *Early Graduation if Accepted in Program of Vocational Training or Upon Job Entry* - A diploma could be granted after successful completion of the equivalent of two years of vocational or on-the-job training such as in a Vocational Rehabilitation Program for the Blind or Mentally Retarded.

5. *Credit by Examination* - Students may be allowed to demonstrate their knowledge and skills by passing a performance test in lieu of attending classes in required or elective courses.

6. *Independent Study* - Students may be permitted to independently complete the requirements for credit in required or elective course areas.

7. Community Service Activities - Students may receive credit for volunteer work or hands on field experiences in local industry, government agencies, community organizations, cultural institutions and the like which increases their knowledge and skill in required areas of study.

8. High School Equivalency Testing - This alternative may be appropriate for students who have not completed a formal school program leading to graduation from high school.

Evaluation and Grading

With respect to handicapped students, four questions most frequently arise concerning evaluation and grading.

1. Should Handicapped Students Be Graded Using the Same Standards As For Nonhandicapped Students? If a handicapped student isn't able to keep up in regular classes, even with resource room support, it may signal a need to re-evaluate the appropriateness of the students placement. However, failure is not a justification for grading any student on a different standard.

   When a handicapped student is enrolled in any special education classes, all of the standards for evaluation in those classes will be derived from the objective criteria in the student's IEP.

2. How Should Progress Be Measured?

   a. Paper and Pencil Tests - A number of items all presented to the pupil; timing is not of concern unless time to completion is the score of interest.

   b. Performance Tests - Using tasks identified before the testing situation and written down with the expected response so that they may be administered uniformly by all administrators.

   c. Work Samples - a daily practice exercise done independently is analyzed to ensure content validity, and appropriate items are "counted" toward the objective.

   d. Formal Observation - The teacher unobtrusively, but with specified performance in mind, observes the student's behavior. Records of these observations should be kept by the teacher for use on formal grading cards.

3. What Kind of Grades Should They Receive?

   The use of anecdotal records and comments to clarify the student's grade may be helpful.

- the areas in which the child progressed;
- the areas in which improvement is needed; and
- suggestions for bringing about an improvement.

4. What Kind of Report Card Should Handicapped Students Receive?

Optional reporting procedures may include:

- Same report card/same standard as regular education.
- Same report card/different standard as regular education.
- Different report card/same standard as regular education.
- Different report card/different standard as regular education.

The following policies are recommended:

- Handicapped students enrolled in regular education shall receive the same report card and be graded on the same standards as non-handicapped children; and
- Handicapped students enrolled in special education shall receive the same report card as nonhandicapped children. The standards by which special education students are graded shall be determined by the objective criteria set forth in each student's IEP.

DIPLOMAS AND CERTIFICATES

It is likely the courts will reject any option that doesn't give a diploma to everyone. Where groups of students are singled out for "different" diplomas, property rights and vested interest cases concerning eligibility for a high school diploma seem inevitable.

Recommendations

It should be the policy of the state that reasonable modifications and alternatives to the standard graduation requirements must be available to allow handicapped students equal access to the diploma upon graduation. This policy would allow any student who has met the requirements of his/her program for graduation to receive the same regular, undifferentiated diploma.

A new document is proposed to accompany the diploma, which is a transcript which allows comparative data to be recorded in a nondiscriminatory fachion. Data to be included on the transcript include:

- a statement of the program the student completed, whether college preparatory, general education, vocational, special education, etc.
- the time/attendance requirements for the program and a description of how the student met the requirements.
- a description of the student's accomplishments according to the objectives, or unit of credit or other content requirements for his/her program.

The advantage of issuing both of these documents is all students will receive the same type of documents.

OPTIONS

Diplomas and Certificates

1. A regular diploma is awarded for satisfactory completion of all graduation requirements both state and local. These may include areas of study specified in the IEP.

2. A differentiated diploma indicates any deviations in the requirements for a regular diploma by a change in the size, color, or notation on the document given to the student. The differentiated diploma would be based on graduated standards that could have provisions for the handicapped as well as the gifted student.

3. A certificate of attendance indicates that a student has been in attendance at school for the specified number of days/years required by law. Generally, this document is awarded to students who do not meet the requirements for a diploma.

   Such a document is not only demeaning to the student, it provides very little information to prospective employers about the student's abilities.

4. A certificate of competency is received for satisfactory completion of a competency-based education program and a list of competencies or indication of passing a minimum competency test and attendance requirements by law.

Alternative Procedures for Grading Handicapped Students in The Secondary Schools

Stanley F. Vasa, Ed.D.

And The

Midwest Regional Resource Center

Excerpted from: "Monograph 3: Grading and Graduation Requirements for the Handicapped Secondary Student," Integrating Secondary Handicapped Students into Vocational and General Education Curriculums. Des Moines: Midwest Regional Resource Center, 1980.

The traditional system of comparing the individual with the rest of the class may no longer be appropriate for the mildly handicapped student. There is little merit in verifying that the student does not perform as well as the other students on traditional tests or in traditional classrooms. New systems of grading need to incorporate a recognition of individual differences in intellectual ability and learning strengths. Grades must begin to provide more descriptive information by showing individual student gains and identifying specific needs for improvement.

PURPOSES OF GRADING

The only agencies which regularly ask schools about the class rank of program graduates are colleges and vocational/technical schools. Generally, other agencies only want to know if the student has completed a program. They are more concerned about the student's ability to relate to others and to work in a cooperative environment. Graduation from a school program does not necessarily mean a certain level of competence is guaranteed by the public schools.

ALTERNATIVE WAYS OF GRADING

Determining Grades. One of the problems commonly cited in the use of traditional grading procedures is how the marks are determined. In many of the academic courses of study in the secondary schools, a majority of the grade or rank in the class is determined on written tests and written work. The mildly handicapped student may often have extreme difficulty in completing written tasks. Written tests and written work may not, therefore, adequately reflect that student's knowledge level. Teachers need to examine very carefully what procedures should be used in determining the appropriate grade or mark. Alternative or supplementary ways of evaluating and reporting student progress could include the use of other measurement devices. For example the teacher might use some or all of the methods listed below:

. . . class interaction and discussion;
. . . class projects;
. . . verbal reports;
. . . student interviews;
. . . anecdotal records of student performance;
. . . daily logs of student activities;
. . . files maintained on the student;
. . . modified tests--verbal, performance, shortened; and
. . . checklists.

The "Watered Down" Curriculum. Vocational teachers have often expressed a concern that they cannot vary the competencies for their respective courses for the mildly handicapped student. One way this problem may be addressed is by the establishment of a competency checklist in a developmental sequence.

If requested by the employer and approved by the student or his/her parents, a form containing information on the student's performance could be forwarded at the time of employment.

Contracts

Contracting between the student and the teacher has been a common practice in many elective courses in the secondary school. The contract is merely an agreement between the classroom teacher and the student about the level of performance to be maintained in order to obtain a specific grade. The contract with mildly handicapped secondary students is frequently based upon the IEP written for the student. A good contract would include the following:

. . . types of work to be completed by the student;
. . . the quantity of work to be completed by the student;
. . . an agreement as to how the grade for the student will be determined;
. . . a statement of how the quality of the work will be determined;
. . . the signature of the involved parties, e.g., teacher, student, special education resource consultant, parent; and
. . . timelines for the completion of the work, when appropriate.

Pass/Fail System

The pass/fail system of grading is one of the simplest to operate. In this model only the minimum competencies for the course or for individuals need to be determined. The successful completion of the minimum level or exceeding the minimum level permits the student to receive a grade of pass or "P." Students not reaching the minimum criteria fail or "F."

Checklists

Competency checklists have been widely used in skill oriented courses and in developmentally sequenced academic courses, such as, mathematics. The checklist provides for a guide to the individual student's progress towards goals stated in the instructional plan or individual educational plan. For example, in the vocational auto mechanics course, the teacher could break the learning units into small modules to permit easy assessment of skill acquisition.

Alternative Evaluation Practices

In grading students who are mildly handicapped, it is desirable to have a number of alternative ways of assessing the students' progress towards the intended objectives of the course. Most often student progress is measured by some type of testing procedure. Some of the points to remember in the process of developing testing procedures in the classroom are:

. . . a variety of options to match unique strengths and skills of students should be available;

. . . at least the same amount of feedback from tests and grades should be provided the mildly handicapped students as that for regular class students;

. . . a variety of measuring techniques for student skill attainment, e.g., class projects, class interaction, etc., should be available; and

. . . variation in the testing process should be provided, e.g., verbal, shortened, etc.

In monitoring the progress of the mildly handicapped student, the teacher may need to make more frequent and specific evaluations of the student's progress, perhaps on either a daily or weekly basis. The determination of grades on a daily or weekly basis can provide feedback for the instructor concerning the appropriateness of the instruction. This process, also, help to both identify the student needs and motivate the student.